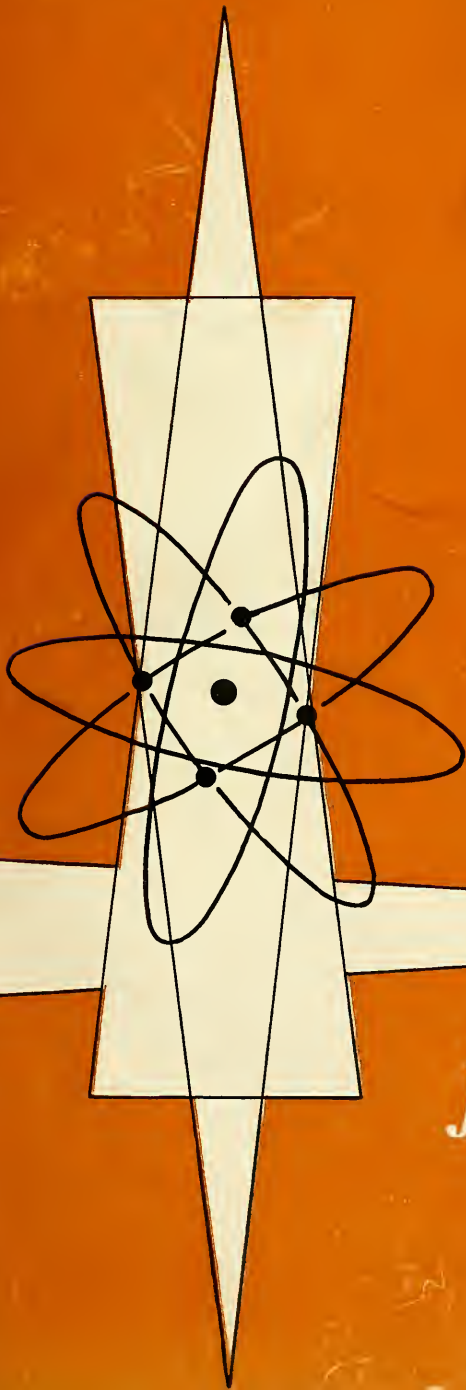




Elchanite

june '53



Elchanite

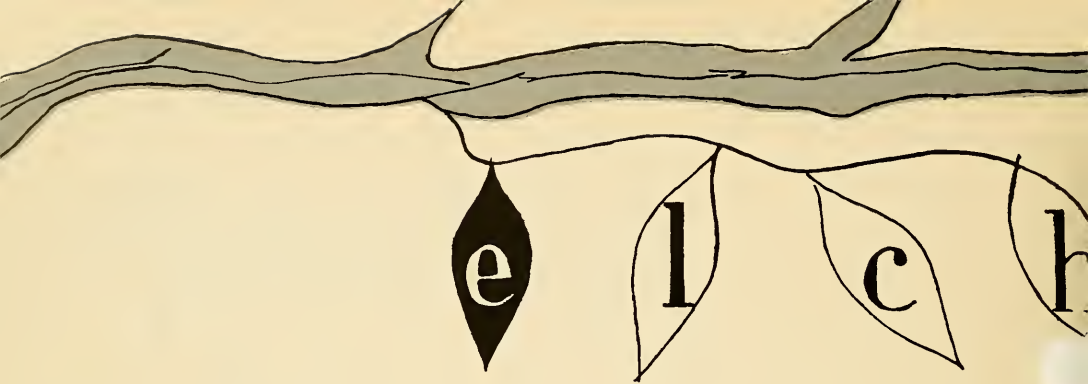
Senior Annual

BROOKLYN TALMUDICAL ACADEMY

1060 PRESIDENT ST.

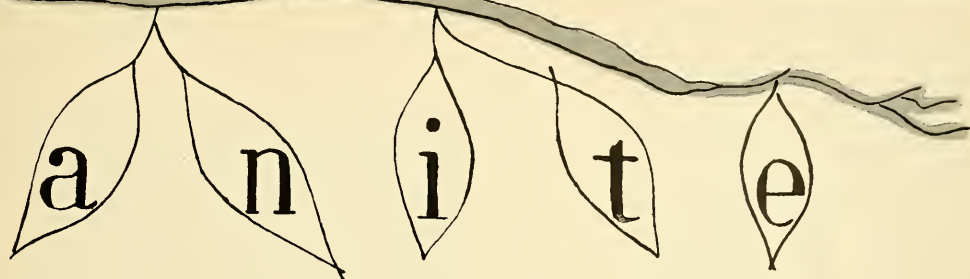
BROOKLYN, N. Y.

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Dedication	3
Administration	4
Faculty Advisers	5
Elchanite Staff	6
Faculty	8
Graduating Classes	12
Graduates	15
Senior Annals	41
Diary	42
Montage	44
Hall of Fame	46
Activities	47
G. O.	48
Student Court	50
Arista	52
Service Squad	54
Debating Society	56
Library	58
T. A. Publications	60
Athletics	62
Co-op Store	66
A Student's Life	67
Variety Night	72
Literature	73
Jews in Science — <i>By Josef E. Fisher</i>	74
Chaim Weizmann — <i>By Leonard Indyk</i>	77
Reminiscing — <i>By Samuel H. Lebowitz</i>	80
Sinclair Lewis — <i>By Lionel Grossbard</i>	83
A Freshie's Lament —	
<i>A Poem — By Reeve R. Brenner</i>	86
Fate — <i>A Poem — By David Levine</i>	87
The Good Old Days —	
<i>A Poem — By Allan J. Scher</i>	87
Trust Pal — <i>By Larry Schindler</i>	88
Israel Through Its Stamps <i>By Eli Lazar</i>	90
State Scholarship Winners	92
Advertisements	93

CONTENTS



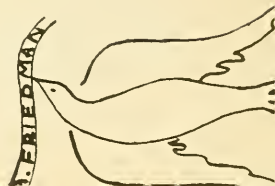
Dedication

In an effort to employ — for good or evil — the potencies released by atomic energy, man is ushering in a new era to comprehend and develop the forces of nature. Within the last decade, science has achieved that which was formerly beyond the realm of human comprehension.



We are indeed grateful for this occasion to express our appreciation to innumerable scientists, particularly those Jewish scientists who altruistically contributed to the promotion of the general welfare. We value, in addition, this opportunity to render gratitude to our own science faculty for their tireless efforts to imbue us with the spirit and enthusiasm for attaining clarified perception of fact.

Therefore, we, the graduating class of June, 1953, humbly dedicate this "Elchanite" to all seekers for the basic truths of science, and to those scholars of our own faith in particular.





DR. SAMUEL BELKIN
President



RABBI ABRAHAM N. ZUROFF
Administrator



MR. SAMUEL LEVINE
Executive Director



DR. SHELLEY R. SAPHIRE
Principal

Administration

IT is with extreme joy that we congratulate the class of 1953. May you reflect in your daily lives the harmonious blending of Torah knowledge and the wisdom of Hellas, with keener emphasis on the "beauty of holiness" rather than the "holiness of beauty". In this spirit we bid you farewell.

THE ADMINISTRATION

Faculty Advisers



Robert Bassell, Literature; Rabbi Perlman, Photography;
Rabbi Faivelson, General Adviser; Mr. Harry Allan, Art.

staff

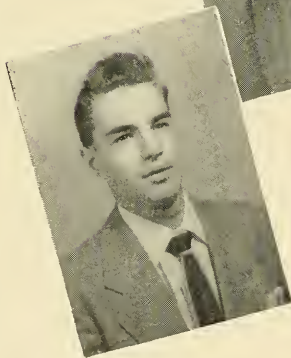
EDITORS



LIONEL GROSSBARD
Editor-in-Chief



MELVIN ADLER
Co-Editor



JOSEF FISHER
Co-Editor



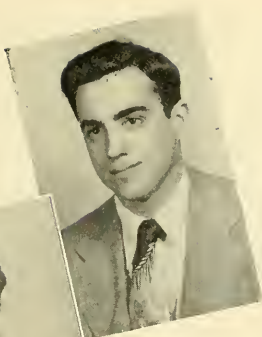
ZAVE KUBERSKY
Business



JULIUS SOLOMON
Business



EPHRAIM BECKMAN
Business



DAVID BAKER
Photography



MICHA BOTKNECHT
Art



EDWARD GLICK
Photography



GILBERT GOLDFINE
Art



ALLAN SCHER
Activities



STANLEY SCHIMMEL
Activities



JOSEPH SILVERSTEIN
Activities



MR. ALLAN, *Art*



MR. BASSELL, *English*

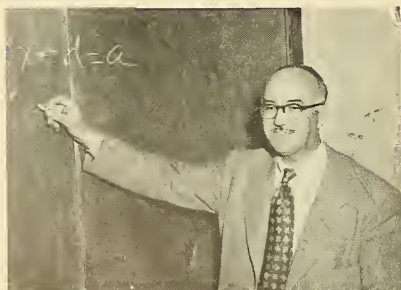


MR. BRENDER, *French and Spanish*

Faculty



MR. CANTOR, *Spanish*



MR. EPSTEIN, *Mathematics*



RABBI FAIVELSON, *Hebrew*



MR. FRIEDMAN, *Social Sciences*



MR. GODIN, *French*



MR. GOLD, *English*



MR. GROSSMAN, *Music*



MR. KALLNER, *Science*



MR. LANDOWNE, *Science*



MR. LEBOWITZ, *Science*



MR. LILKER, *Social Sciences*



DR. LICHTENSTEIN, *French and Hebrew*



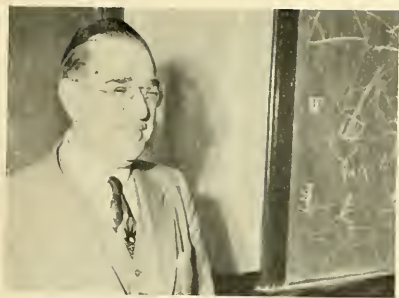
MR. MELOV, *Social Sciences*



MR. MORSE, *Physical Education*



RABBI PERLMAN, *Hebrew*



DR. SARACHEK, *English*



MR. SEPTIMUS, *Mathematics*



MR. STRUM, *English*



MR. TURETSKY, *Mathematics*



MR. WALLACH, *Mathematics*



MRS. LEVITON, *Secretary*



Class 8a —

Front row, left-right: P. Sultan, A. Scher, R. Simon, M. Leifer, M. Askowitz, P. Kolker, D. Weiss, E. Preis.

Second row: M. Silberberg, H. Fleischer, H. Schneier, W. Sussman, J. Solomon, M. Salzman, S. Chwat.

Third row, left-right: N. Sinowitz, M. Bluth, M. Edelstein, E. Beckman, S. Levenson, J. Landwirth, J. Fischer.

Class of June, '53

Class of June, '53

Class 8b —

Front row, left-right: J. Blazer, H. Pollock, M. Adler, S. Feit, S. Schimmel, R. Brenner, M. Botknecht, H. Shapiro.
Second row, left-right: P. Felig, C. Genn, S. Waltzman, R. Meyers, A. Heller, M. Hagler, D. Kolatch.
Third row, left-right: I. Schwartz, A. Schrank, H. Udewitz, E. Glick, J. Furmansky, A. Guttman, Z. Kubersky.





Class 8c —

Front row, left-right: I. Fuchs, R. Levine, Z. Schrader, J. Lebowitz, L. Schindler, A. Rozman, I. Serchuk, H. Hoffman, S. Cohen, N. Bryks.
 Second row, left-right: M. Greenspan, J. Polinsky, P. Banner, B. Hochdorf, H. Rothman, D. Baker, J. Becker, S. Hymowitz, H. Kriegsman, J. Kurtz.
 Third row, left-right: A. Rubins, L. Indyk, S. Feder, M. Goldman, D. Fuchs, N. Gordon, R. Rudman, L. Grossbard, G. Goldfine, J. Silverstein.

Class of June, '53

MELVIN ADLER

Arista 5-8; Student Court 7; Associate Editor-in-Chief of Elchanite 7, 8; School Debating Team 5; Class Debating Team 1, 2; T.A. Topics — Editor-in-Chief 6; Co-Editor 5; Reporter 3, 4; Editor-in-Chief of "La Voz"; Service Squad 5, 6; Library Squad 5, 6.

Mel, who is a Talmudist from Boro Park, was co-editor of that renowned Spanish newspaper, "La Voz". As editor-in-chief of our school newspaper, he revolutionized its printing process by establishing a new and better type of print.

"Written with a pen of iron, and with the point of a diamond." — Jeremiah XVIII 1.



MARTIN ASKOWITZ

Associate Photography Editor of Elchanite 7, 8; Junior Varsity Basketball 5; Class President 8; Class Sanitation Manager 3; Class Athletic Manager 2, 4-7; T.A. Topics — Sports Editor 4, 5; President of Photography Club 1; Service Squad 1-5; School Band 6.

"Oscar," the Romeo of Rabbi Drillman's class, is "going to the dogs". He is leaving us in pursuit of the degree of Dr. of Veterinary Medicine at Cornell. He'll bark his way up the tree of life.

"All mankind love a lover" — Emerson



DAVID M. BAKER

Photography Editor of Elchanite 7, 8; Art Editor of Kolenu 7, 8; Elchanite Art Squad 3, 4; Junior Varsity Basketball 3, 4; Class Vice-President 1; Class Debating Team 1-4; Class Athletic Manager 2; Vice-President of Public Speaking Club 2; Service Squad 7.

Despite the fact that he joined us a year late,

Dave accomplished the feat of making High School in three years. School was a sideline to his photography business. His experience with a camera should make preparation for a later career a "snap" to him.

One picture is worth a thousand faces.



PHILIP BANNER

Class Sanitation Manager 4; T.A. Topics — Reporter 7; Secretary of Music Club 6; Service Squad 7.

Phil is known as the "Phil of all trades" because of his interest in all activities. His optimistic attitude toward everything has made him a constant bright light in T.A. His ambition will be realized when he embarks on a career of journalism at Y.U.

"Character is what you are in the dark."
— Moody.



JACOB BECKER

Junior Varsity 5, 6; Class Secretary-Treasurer 5; Vice-President of Spanish Club 2, 3; Service Squad 7, 8; Library Squad 3-8.

Jackie, who is a combination of strong man and comedian, kept his class "in stitches" for four years. As one of Dr. Lichtenstein's favorite (?) and most beloved (?) pupils, he was instrumental in breaking the good Doctor's record with a "maximum 65". Jackie expects to continue his studies at City College and major in Economics.

"Humor is the harmony of the heart."—Jerrold



EPHRAIM M. BECKMAN

Business Manager of Elchanite 7, 8; Elchanite Art Squad 6; Class Vice-President 8; T.A. Topics — Reporter 4-6; Vice-President of Photography Club 1; Laboratory Assistant 5; Service Squad 8; Library Squad 1, 2.

Mark, our Elchanite Business Manager, has a smile for everyone (with an ad). During his tenure in Rabbi Shusheim's class, he filled the air with "laughing gas". As a result, he'll become a dentist and torture people.

*"Money is honey, my little sonny.
And a rich man's joke is always funny."*
— Brown





JACOB BLAZER

T.A. Topics — Typing Squad 5, 6; President of Music Club 7, 8; Library Squad 7, 8; Office Squad 7, 8.

A scientist at home as well as in school, Joel raised everything from fish to birds. As Dinah's No. 1 boy, he can be seen spending most of the day in the school office, though he does attend classes for a few periods.

"I love fools' experiments, I am always making them." — Darwin



MORTON BLUTH

Elchanite Art Squad 7, 8; Junior Varsity Basketball 5, 6; Producer of Variety Night 8; Class Secretary-Treasurer 8; Class Sanitation Manager 5, 6; Class Debating Manager 5; Class Debating Team 5-8; Service Squad 7.

As the Hercules of Rabbi Yogel's class, Morty showed himself able mentally as well as physically. He'll take his talent for leadership to Y.U. (and lead a merry life).

*"His lines were cast in manly mould,
For hardy sports or contest bold."* — Scott



MICHA BOTKNECHT

G.O. President 7, 8; Student Court 7, 8; Elchanite Art Editor 7, 8; Elchanite Art Squad 1-6; Kolenu Art Squad 7, 8; Class President 1, 2; Class Vice-President 3; Class Secretary-Treasurer 4; Class Debating Team 2, 3; Service Squad 5.

The school broke tradition by electing Micha to a second term as school president. The FDR of T.A., he has to his credit many revolutionary reforms instituted in our school. Yes, Micha was very sincere in T.A., but even more 'Frank' in Central.

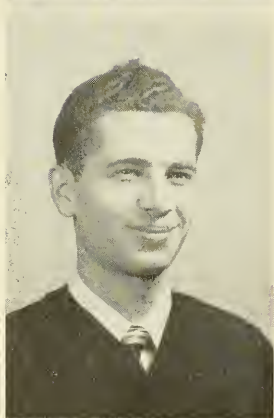
"The deed is everything, the glory naught." — Goethe



ROBERT BRENNER

Associate Photography Editor of Elchanite 7, 8; Varsity Basketball 7, 8; T.A. Topics — Reporter 8; Library Squad 8; Office Squad 8. Reeve is considered by many an even better poet than an athlete (if that is possible). With his knack for writing and his natural athletic ability, he has been a sport of sports in all sporting events.

"The man is either mad, or he is making verse."
— Horace

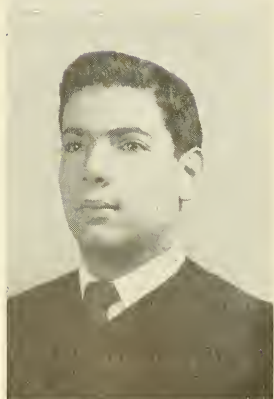


NATHAN BRYKS

Arista 8; Co-Editor of Kolenu 7, 8; Class Vice-President 8; Secretary of Hebrew Culture Club 8.

Naftali joined us a little late — in second term. He made himself useful by being chief translator (of Yiddish) for the class and, being a native of Poland, was the only one that could learn portions of the Talmud not cut out for American-born students. This fall, Naftali will shift headquarters to Y.U. and establish his linguistic fame there.

"Words, idle words, I know not what they mean."
— stolen partly from Tennyson



SHELDON CHWAT

Junior Varsity Basketball 5, 6; T.A. Topics — Sports Editor 7, 8; Reporter 4; Service Squad 8; Library Squad 4-8.

"Hot Shelly" (not to be confused with a certain party of the same name) was one of our Chaim Berlin imports. His four year cruise through T.A.'s halls was only marred by an occasional report card.

*Very nice, not too shy,
Shelly is really a very nice guy.*

SEYMOUR COHEN

Arista 7, 8; Student Court 8; School Debating Manager 8; School Debating Team 7, 8; Class Debating Manager 8; Class Debating Team 1, 2, 3, 5, 7, 8; Vice-President of Public Speaking Club 5; Service Squad 5, 6.

A complete success with Dr. Sarachek, Seymour glided through T.A. with laughter and confidence. His ever-flowing words of wisdom caused his election to the post of Debating Manager (and often got him into trouble with Mr. Lilker). In the future Seymour will try somehow to fit his oratorical abilities to the field of medicine.

"Why don't you speak for yourself, Jimmy?"
— partly from Longfellow



CHARLES CUTTER

Hebrew Club 1; Glee Club 7; Service Squad 7; Office Squad 6-8.

Charlie, our happy-go-lucky classmate, almost was forced to retire from his job as office boy because of the antics of our History Professor. Charlie was our silent partner during his four year stay at T.A. and expects to attend City College and major in accounting.

"Pack up your troubles in your old kit bag and smile, smile, smile."



MEYER EDELSTEIN

Elchanite Art Squad 4, 7, 8; Service Squad 8; Library Squad 2, 6-8; Glee Club 7.

In his stay in T.A., Meyer has proven to be a conscientious student. He will pre-med at Y.U. and hopes to be one of the first graduates of the Albert Einstein Medical School.

Smiling, cheerful and dependable
Everything about him is commendable



SOLOMON FEDER

G. O. Secretary-Treasurer 7; Manager of G. O. Cooperative Store 7, 8; Class Vice-President 5; Class Secretary-Treasurer 3; Class Debating Team 4, 6; T. A. Topics - Feature Editor 8; Reporter 7; Vice-President of French Club 4; Service Squad 5, 6; Library Squad 8;

Since Shlomo founded the CO-OP store, the G.O. bank account has run all the way into two figures. One of the fine learners in the morning, he led the inhalation (Sniff-Sniff) squad, Solomon will follow in the footsteps of his brothers and study for the rabbinate.

*Solomon, wisest of all kings,
Knows Talmud amongst other things.*

SANFORD FEIT

Class Debating Manager 8; Class Debating Team 1-3, 7, 8; Spanish Club 2, 4, 5; Music Club 3, 6, 7;

An understudy of Chuck Dressen, our Human P.A. system, called "Footsie", was able to win the Hearst Journal-American History Contest among the Yeshivas of our fair city. He prefers the New York Times to the T.A. Topics because of its higher caloric value. In American History, he thinks Feit is far superior to Beard or Hacker.

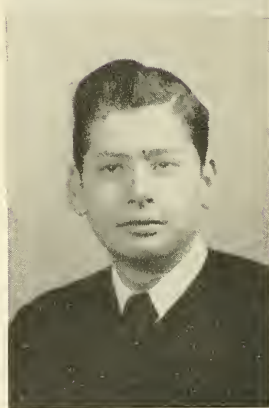
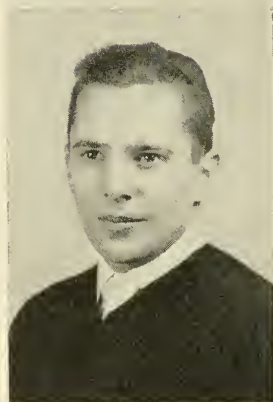
*"All I know is what I see in the papers."
— Will Rogers*

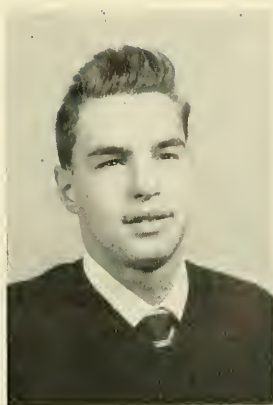
PHILIP FELIG

Arista Leader 8; Arista 5-8; Student Court 7; G. O. Secretary-Treasurer 5; Associate Activities Editor of Elchanite 7, 8; School Debating Team 5-8; Class Vice-President 7; Class Debating Manager 1, 2, 4; Class Debating Team 1-8; T.A. Topics - Editor-in-Chief 7; News Editor 3, 6; Reporter 4, 5, 8; President of Spanish Club 2;

Phil, who aspires to be a doctor, has the distinction of holding top honors in the graduating class. In oratory he has hardly a match, and has done an awful lot of work (with the emphasis on awful) for the betterment of our school.

*"For knowledge too, is itself a power."
Bacon*



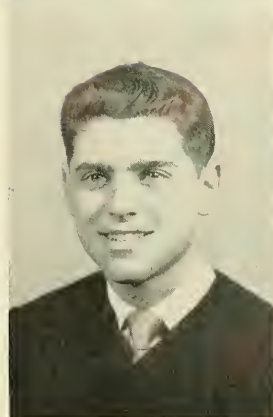


JOSEF E. FISCHER

Arista 7, 8; Associate Editor-in-Chief of Elchanite 7, 8; Elchanite Art Squad 4; School Debating Team 8; Class Secretary-Treasurer 4, 5; Class Debating Team 2-8; T.A. Topics - Reporter 4, 5; Service Squad 6.

Joe, our lone entry in the Westinghouse Science Talent Search, paid off by placing as one of the top in the nation. He will combine his passion for Chemical Engineering with his aptitude for Talmud at Y.U.

*If he has any faults, he has left us in doubt.
At least in four years, we could not find them out.*



HERBERT FLEISHER

Arista 8; Class Vice-President 5-7; Class Sanitation Manager 8; President of Spanish Club 5; Service Squad 5.

One of the "Williamsburgh Boys," Herbie established himself among the tops in both departments (Park Dep't. and Dep't. of Sanitation?). He'll continue his Yeshiva and secular studies at Y.U. in the Fall.

"Is Mr. Fleisher, the master of the house, at home?"

"There's nobody here but us Spanish pupils Senor."



DOAV FUCHS

Service Squad 7; School Band 5, 6; Office Squad 7; T.A. Topics — Typing Squad 5, 6.

The Harry James of T.A., Doav is now writing his autobiography, "Wine, Women and Trumpets." A truly nice fellow, you just can't get enough of him.

*A winning smile, a helping hand,
Doav's a swell fellow who we think is grand.*



JEROME FUCHS

Arista 5-8; Class President 3; Class Vice-President 2; Class Secretary-Treasurer 7; Vice-President of Zionism Club 6.

"Itchie," a staunch 'Bnei-Akivanik,' always has an inside scoop on the latest happenings in Aretz. (Every newspaper editor in the country is on his trail). In school he did the most newspaper work — for the 'Bnei Akiva' weekly. It is his aspiration to go to Israel and learn of its current affairs first hand.

"My heart is in the East and I in the uttermost West."
— *Judah Halevi*



JACK FURMANSKY

T.A. Topics — Typing Squad 8; Vice-President of Tropical Fish Club 5; Library Squad 4, 6, 8; Office Squad 4, 6-8.

Good-natured Jack has been the prime factor in making Dinah's life in TA bearable. As her personal consultant, it is said of him that what Dinah didn't know about the office, Jackie did.

"A real man is he whose goodness is part of him."
— *Mencius.*



COLMAN GENN

Junior Varsity Basketball 3-6; Class Athletic Manager 5; Class Debating Team 5, 8; T.A. Topics — News Editor 7, 8; Vice-President of Spanish Club 2, 4; Captain of Service Squad 8; Service Squad 6, 7; Office Squad 8.

"Cole's" athletic ability has been a great aid to the school basketball team. Being interested in science, and an organized member of the Biology "braintrust," he expects to further his studies along these lines at Brooklyn College.

"My man's as true as steel."

— *Shakespeare*

EDWARD GLICK

Photography Editor of Elchanite 7, 8; Class Secretary-Treasurer 7; T.A. Topics — Reporter 5, 6; Captain of Service Squad 7; Library Squad 3-8; Office Squad 7.

If you wanted anything from personalized stationery to magazine subscriptions, all you had to do was see Eddie. As Captain of the Service Squad, he was taken aback after issuing a "No smoking cigarettes" order, when he had trouble explaining to some that the order included cigars.

"Justice is truth in action."

Disraeli



GILBERT GOLDFINE

G.O. Vice-President 7; Art Editor of Elchanite 7, 8; Elchanite Art Squad 3-6; Varsity Basketball 7, 8; Class Vice-President 4; Class Secretary-Treasurer 1; Class Athletic Manager 3; T.A. Topics — Reporter 1, 2; President of Stamp and Coin Club 3; Service Squad 5, 8.

Although "Gilly" entered school politics late, he became a "huge" success, being elected Vice-President. Our Art Editor has been contributing his talents to the Elchanite since third term. He intends to study art and designing at Parson's School of Design.

Jack of all trades, master of most.



MARTIN GOLDMAN

Arista 6-8; Secretary of Arista 8; Student Court 7; Editor-in-Chief of Kolenu 7, 8; Editor of Kolenu 5, 6; T.A. Publications 1-4; Secretary of School Debating Team 6-8; Class Secretary-Treasurer 3, 5; Class Debating Manager 8; Class Debating Team 6-8; T.A. Topics — Editor-in-Chief 8; Service Squad 4, 6, 7; Library Squad 6, 8.

Nobody could ever guess the secret of Marty's inexhaustible supply of outside material (he carried material to school, not books). His mythology scrapbook was the only book too long for Mr. Bassell to finish, and his one word answers (bais) too short for Rabbi Yogel. He intends this fall to begin preparations for a degree in law and international relations.

I stand on my constitutional rights.

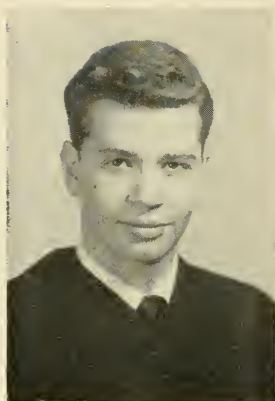


NACHUM GORDON

Arista 7, 8; Editor of Kolenu 5, 6; School Debating Manager 7; School Debating Team 7, 8; Class President 7; Class Secretary-Treasurer 4; Class Debating Team 3, 5-8; Library Squad 6.

"Nach" and Rabbi Faivelson were a pair which simply could never agree (on marks among other things). Occasionally Nach took time out from his lunch periods to partake in debating, and was debating manager of the school for a term. He got a first hand lesson in economics on his trip to Macy's and was voted by his class the most choosey in picking the home work he copied.

*Eat, drink, and be merry,
For tomorrow is school.*



JEROME GOTTESMAN

T.A. Publications 1, 2; Class Debating Manager 8; Class Debating Team 8; Math Club 7.

Jerry achieved fame through his well-known words, "Very Well." His zealous desire to see justice done is leading him to the profession of law. When he graduates college, he will join the Bar. (Hic!!).

*A future D.A.,
Of him they'll say —
"Jerry 'got his man.,"*

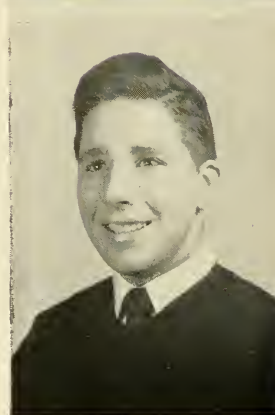


MARTIN GREENSPAN

Class Debating Team 1, 2, 4-7; Class Sanitation Manager 5; Music Club 8; Service Squad 3, 5, 7.

Often were the halls of T.A. filled with the strains of "Greeny's" sax. The class musician was the founder of the school band (retired). Being extremely generous, Greeny wishes to become a philanthropist.

He performed a very melodious physics experiment.





LIONEL GROSSBARD

Arista Vice-Leader 8; Arista 5-8; Arista Secretary 7; Student Court 8; Editor-in-Chief of Elchanite 7, 8; Class President 1; Class Debating Manager 2-7; Class Debating Team 2-8; President of Stamp and Coin Club 2.

Though variety is the spice of life, "Lefty", our Editor-in-Chief, sat through nine terms with his favorite teacher (two periods one term!). Recognizing the genius in him, his classmates elected him debating manager for seven consecutive terms. This term, however, he declined the nomination and decided to "rest on his laurels." His object in life is to take the Hippocratic Oath.

"Genius is 5% inspiration and 95% perspiration."

—Edison



ABRAHAM GUTTMAN

Elchanite Art Squad 7, 8; Chess and Checkers Club 4; Music Club 7.

"Abie" the genius (ask him and he'll tell you) traveled long and far to attend the "Academy," in fact he spends so many hours on the trains that he's made the B.M.T. his official residence. Being one of those rarities who make high school in three years, "Our Hero" is planning to take a pre-engineering course in college.

Where there's a will there's a way.



MORRIS HAGLER

Music Club 8; Spanish Club 1; Library Squad 6; Office Squad 7, 8.

A firm Zionist, Morris, in his spare time, was a school librarian and a companion of Mrs. Leviton. He has the distinction of being one of the quietest and nicest fellows in the Senior Class.

"The true university of these days is a collection of books."



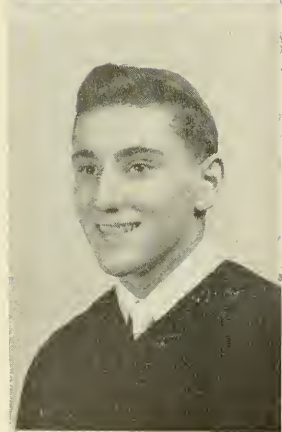
ALLEN HELFER

Varsity Basketball 1, 3, 5-8; Class Vice-President 6; Class Debating Team 6; Class Athletic Manager; President of Tropical Fish Club 6; Library Squad.

The idol of the Freshmen as T.A.'s high scorer in basketball, Al was known in the Senior circles as the man with the alibi. He has convinced many teachers with his smooth talking and many others have succumbed to his alluring smile. After graduation Al expects to attend N.Y.U. and major in dentistry and basketball.

"Better a bad excuse than none at all."

Camden.



BARRY HOCHDORF

School Athletic Manager 6; Co-Captain of Varsity Basketball Team 3, 7; Varsity Basketball 3-8; Class President 5; Class Vice-President 1, 4; Class Athletic Manager 2; Service Squad 7, 8.

Barry majored in basketball in T.A. and came out Summa Cum Laude. He claims he had to take a few "other" courses to rest up between games.

*"I shot a ball into the air
It missed the basket by a hair."*

Inspired by Longfellow



HERBERT HOFFMAN

Class Vice-President 2; Class Athletic Manager 8; Class Sanitation Manager 4; Math Club 5, 6.

Chaim, one of Mr. Lebowitz's "pets," is really a better scientist than we think, for he designed the Hoffman Apparatus and wrote a fine book on the quantum theory of energy (Who? Hoffman?). Following the family tradition, he will continue his studies uptown at Y.U.

*Beware of this Hoffman, he's rosy and tough
He'll nag you so long you'll cry it's enough.
And then he'll just smile, without getting sore
But soon he will start to do it some more.*

SAUL HYMOWITZ

Varsity Basketball 7; Junior Varsity Basketball 5, 6; T.A. Topics — Sports Editor 1; Service Squad 7.

Saulie, not to be confused with Zev, was voted by his class most likely to score two points per basketball game. But he's not to be underestimated, being a real tennis pro. In the fall he will attend C.C.N.Y. and prepare for a career in advertising.

*"Out of the hills of Habersham, down the valleys of Hall
Through the streets of Crown Heights, to T.A.
came Saul."*

— Stolen from Lanier



LEONARD INDYK

Arista 7, 8; Associate Activities Editor of Elchanite 7, 8; Elchanite Typist 7, 8; School Debating Team 7; School Math Team 1, 2; Class Vice-President 8; Class Debating Manager 8; Class Debating Team 6-8; President of Math Club 5; Laboratory Assistant 7; Office Squad 1, 2.

After attending Lincoln for one year, Lenny looked for greener pastures and came to T.A. Our math whiz was one of the few survivors of Mr. Epstein's trig class. In the fall he will study engineering at Cornell.

"If a man's wit be wandering let him study the mathematics."

— Bacon



IRWIN KANAREK

Class Secretary-Treasurer 8; Class Debating Team 2; Class Sanitation Manager 6, 7; T.A. Topics — Secretary 8; Reporter 8; Vice-President of Science Club 3.

"Kanary" is one of the very few that have no scholarly appearances but can supply the most obscure bits of information at the most unexpected times. This fall he'll switch to Y.U. and take pre-med.

"Praise, like gold and diamonds, owes its value only to its scarcity."

Johnson

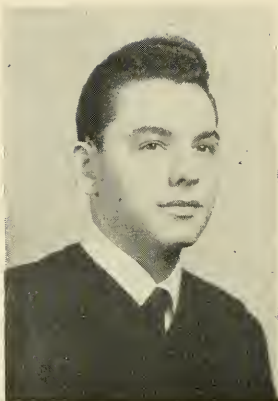


DAVID KOLATCH

Varsity Basketball 3-8; Class Sanitation Manager 1; T.A. Topics — Reporter 7, 8; Library Squad 7, 8.

Dave, the best dressed man of 1953, finally convinced the administration to let him out. For advice on the fair sex all we had to do was visit Dave. In his spare time, Dave managed to play on the school basketball team.

*"The soul of this man is in his clothes."
— Shakespeare.*

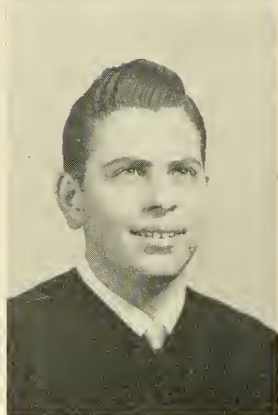


PAUL KOLKER

Arista 5-8; G.O. Secretary-Treasurer 8; Elchanite Art Squad 7, 8; Class Secretary-Treasurer 7; Class Debating Manager 2; Class Debating Team 2-6; T.A. Topics — Reporter 5.

The erstwhile Secretary-Treasurer of our G.O., Paul straightened out our point system for the first time, and engendered the "Informer." He will pre-Med at Y.U. in the fall.

*"Do your duty and leave the rest to heaven."
Corneille*

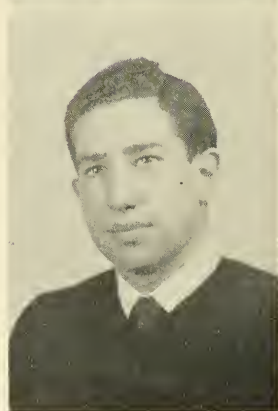


HERBERT KRIEGSMAN

G.O. Vice-President 8; Class Vice-President 6, 7; Vice-President of French Club 4; Service Squad 7, 8.

Herby, one of the best natured seniors, crowned his T.A. career with a term as veep. He enjoyed success in everything he did, doing it in a silent way. His past record seems to indicate that he'll achieve his goal of becoming a dentist.

*"Born for success he seemed
With grace to win, with heart to hold."
— Emerson*





JOSEPH KURTZ

Editor-in-Chief of Kolenu 7, 8; Editor of Kolenu 5, 6; School Debating Team 5; Class Debating Team 1-7; T.A. Topics — Reporter 2, 3; Vice-President of French Club 4.

His humor was a nemesis to the clever Messrs. Lebowitz and Lilker. The Biblist of the class, Yushka (Kurtzz) quoted "psookim" verbatim for Rabbi Faivelson. His polyphonic words gave him a definite advantage over other debators (they couldn't understand him). In the fall, he'll major in psychology and psychiatry at Y.U.

"Born with a gift of laughter and a sense that the world was mad."

— Sabitini



ZAVE KUBERSKY

Business Manager of Elchanite 7, 8; Junior Varsity Basketball 3, 4; Class Secretary-Treasurer 1, 2.

Quiet and retiring (sometimes falling asleep during our morning sessions), Zave was our sole delegate from West End Avenue. A self-made man (and he worships his maker), he is the only senior to graduate with a B.S.A. degree.

"G-D bless the man who first invented sleep."

—Sae



JULIUS LANDWIRTH

Arista 7, 8; Class Secretary-Treasurer 2; Class Debating Manager 5-7; Class Debating Team 4-8; T.A. Topics — Feature Editor 4; Reporter 1-3, 5-8; Service Squad 5.

Nothing outstanding about Julie — except his brains, looks and personality. As a charter member of the T.A. nature club he spent his lunch hours in the Botanical Gardens. He'll attend Y.U. as a stepping stone to medical school.

*"Joy, temperance and repose,
Slam the door on the doctor's nose."*

— Longfellow



JACOB M. LEBOWITZ

Arista 8; Associate Photography Editor of Elchanite 7, 8; Vice-President of Math Club 2; Library Squad 5, 6.

Due to the fact that his father taught chemistry and physics, Jacob started out with a disadvantage — he didn't know "all" the answers. Jacob will study math in Y.U. next fall.

After chemistry, Jacob took physics for relief.



MITCHELL LEIFER

Elchanite Typing Squad 7, 8; Class Sanitation Manager 1; President of Math Club 8; Chief of Library Squad 7, 8; Library Squad 4-6.

Mitch was Mr. Epstein's "favorite" librarian. He could have been found in the science lab between classes tinkering with electrical equipment. He will continue shocking the teachers at C.C.N.Y., where he will take up electrical engineering.

*"What Art was to the ancient world,
Science is to the modern."*



SAMUEL W. LEVENSON

Arista 8; Varsity Basketball 7, 8; Junior Varsity Basketball 5, 6; Class Athletic Manager 8; President of Stamp and Coin Club 7; Vice-President of French Club 5; Office Squad 6, 7.

A transfer from Toras Chaim, "Healthy Sam" found it very difficult to attend school because of his evening T.V. show. He plans to get the business (course) at C.C.N.Y.

"He who laughs — lasts."

— Poole

RAPHAEL LEVINE

Associate Business Manager of Elchanite 7, 8; Class President 5; Class Secretary-Treasurer 1, 3; Class Athletic Manager 5; Lieutenant of Service Squad 8.

Raphey touches Rabbi Faivelson's heart every day — with an ad-blank. All around he's a nice quiet guy, always minding his own business (T.A. Publications). In the fall Raphey will start working for his M.D. at Y.U.

"A good reputation is more valuable than money."

— Syrus



RONALD MEYERS

Class Debating Team 5-8; Class Sanitation Manager 1, 2; T.A. Topics — Reporter 6-8; Service Squad 5-8; Library Squad 7, 8.

Ronnie could usually be seen coming to school chatting with Rabbi Zuroff. He has been a great aid to his class in intramural sports, and as the softball pitcher of his class team, has won many a game.

"It is a happy lot which finds no enemies."



JOSEPH MICHAELIS

Kolenu Board 7, 8; Captain of School Soccer Team 3, 4; Lab Assistant 7.

Coming to T.A. from Israel, Chanan had to cope with the difficulty of a foreign language. He wasn't long in overcoming this, however, and was soon one of the "boys" — his arguments with Kenny (i.e. Rabbi Kanotopsky) increasing in vigor from day to day. He left us in February and is now enrolled at State University (N.Y.).

"Glory is departed from Israel and come to T.A. . . ."

— partly from the Bible



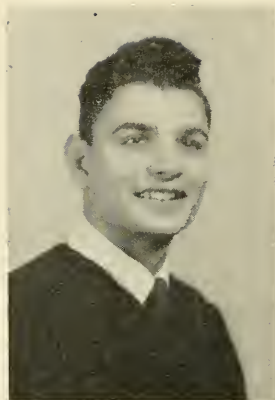
JACK POLINSKY

Co-Captain of Varsity Basketball Team 7, 8; Varsity Basketball 5-8; Class Athletic Manager 7, 8.

Jackie, who transferred from Jefferson, soon became one of Rabbi Drillman's "favorite" students and the star of his class basketball team, as well as the school's. A double for Jeff Chandler, Jackie expects to attend Brooklyn College and major in business.

"Bright star."

— Keats



HERMAN POLLOCK

Elchanite Typing Squad 7, 8; Class Sanitation Manager 4; T.A. Topics — Reporter 7; President of Spanish Club 4; Chairman of Charity Drive 8; Service Squad 7, 8; Library Squad 7, 8; Office Squad 6, 8.

"Polly," who has an affinity of adding new words to the dictionary, also got himself into a friendly feud with Mr. Strum. As the Charge d'Affaires of the school charity drive, "Polly" has done a very creditable job of collecting the money and keeping each class' record.

"Every charitable act is a stepping stone toward heaven."

— Beecher



ERVIN PREIS

Class President 8; President of Hebrew Culture Club 7; Math Club 8; Hebrew Culture Club 6, 7.

Ervin is our ambassador from England, and a "priceless" one he is. Quiet, bright and sincere, he'll go far (all the way back to Manchester?).

*"Oh to be in England,
Now that April's there."*

— Browning





HERBERT ROTHMAN

Associate Business Manager of Elchanite 7, 8; Elchanite Typist 7, 8; T.A. Publications 1, 2; Service Squad 7, 8; Library Squad 5-8; Office Squad 5, 6, 8.

As star performer of the office squad, "Hoiby" came to be known as the S.C.C. (sandwich, coffee and cake) man. History VII was a whiz to him via Havanas. Our errand boy intends to apply his business acumen at C.C.N.Y.

*Each season ended with a sigh,
'Wait 'till next year' was Herbie's cry.*



ARTHUR ROZMAN

Elchanite Art Squad 4; Class Treasurer 1; Class Secretary-Treasurer 2, 4; Class Debating Manager 3-5; Class Debating Team 1-6; T.A. Topics — News Editor 5; Reporter 4, 8, Library Squad 4, 8; School Band 6, 7.

Artie vied for and won the "Absent Most" prize. He is all here, however, when it comes to discussing his future medical career.

*"To be or not to be" . . . in class
Apologies to "Willie"*



ABBA RUBINS

T.A. Topics — Reporter 3; Zionism Club 4-6; French Club 2; Hebrew Club 1.

Abbey completes the Bensonhurst triumvirate of Fuchs, Kurtz, and Rubins. He plans to attend Rutgers Agricultural School and gain experience on the Bnei Akiva farm to prepare for his farming career in Israel.

"Behold he is the toiling man."
— Markham



REUBEN RUDMAN

Chess and Checker Club 6, 7; Math Club 8; Tropical Fish Club 3-5; Service Squad 3.

Reuben was one of the few, select members of the "I don't give a rap" club, but under the constant prodding of Mr. Lilker, was finally persuaded that good marks are better than good naps. This fall he will transfer his new found philosophy to the classrooms of Y.U.

*"Blessing on him that first invented sleep."
—Cervantes*



MICHAEL SALZMAN

Associate Activities Editor of Elchanite 7, 8; Glee Club 7; Math Club 3, 5; Service Squad 7.

When Mickey came to us from the Yeshiva of Brighton, the word "deported" was printed on his record. He can render a really "solid" imitation of "Mighty Moe." He anticipates studying Chemical Engineering at Cooper Union.

*"Knowledge is more than equivalent to force."
—Johnson*



ALLAN J. SCHER

Arista 8, Activities Editor of Elchanite 7, 8; Elchanite Typist 8; Class President 1, 3; Class Vice-President 2; Class Secretary-Treasurer 6; Class Debating Team 1-4, 6, 8; T.A. Topics—Co-Editor 3, 5; Elchanite Reporter 1, 2, 4, 6; Secretary 2; Service Squad 6.

Al, our red-headed poet, has continually amazed us with his production of poems of fine quality. A true Romanticist, he also set a record for service to the school, proving that he is also active in school (as well as out).

*A poetical medical he will be,
He'll cure your ills, with poetry free.*

STANLEY SCHIMMEL

Arista 8; Associate Activities Editor of Elchanite 7, 8; School Debating Team 5, 8; School Athletic Manager 8; Manager of Varsity Basketball Team 7; Class President 5; Class Debating Manager 3, 6, 7; Class Debating Team 1-8; Class Athletic Manager 4; T.A. Topics — Sports Editor 3; Reporter 2, 5-6.

As the No. 1 "Volunteer for Stevenson," "Schmoo" was the governor's personal campaign manager in the school during the '52 elections. As a debater and orator he has helped his class win many a debate. During his term as athletic manager, Yeshiva history was set when the school basketball team culminated its season in Madison Square Garden.

"There is no power like that of oratory."

— Clay.



LARRY SCHINDLER

President of Chess and Checker Club 3; Chess and Checker Club 3, 7; Math Club 4-6; Service Squad 8.

Thanks to being one of Rabbi Herskovics' famous "one hundred percent boys," Larry's average in T.A. rose with every term. His principal interests lay in Mr. Epstein's math classes. As much as he liked that subject, however, he will apply his mind to pre-law at Y.U.

He explored the unknown — in his science fiction stories.



HARVEY SCHNEIER

T.A. Publications 1, 2; School Chess Team 1, 2; School Checker Team 7; Class Athletic Manager 7; Service Squad 7.

Harv first heard about crossword puzzles in T.A. and worked on them between "laff and learn" sessions in Rabbi Karlin's class. In the fall, he will continue his studies (both secular and crossword) at Y.U.

"Better a diamond with a flaw, than a pebble without."

— Confucius

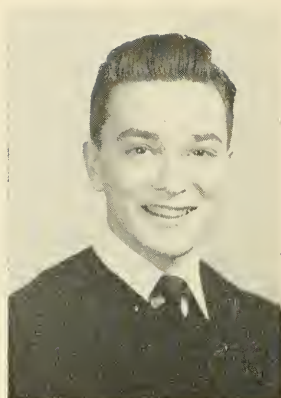


ZALMAN SCHRADER

Vice-Leader of Arista 7; Arista 6-8; Student Court 7, 8; Elchanite Typist 6-8; Class President 2, 6; Class Secretary-Treasurer 4; Class Athletic Manager 3; Captain of School Chess Team 5.

Zal became a member of the I.S.M.L.U. (International Sunday Morning Latecomers Union) against his will. He was the Chopin of the school band (Knabe used exclusively). His favorite pastime is listening to a poetic rendition of the "Mountain Whippoorwill" (as Mr. Strum found out).

School was one big symphony to him.

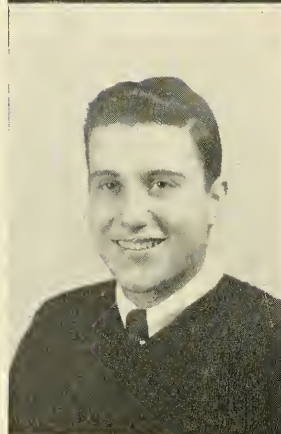


ARTHUR SCHRANK

Vice-President of Spanish Club 5; Secretary of Stamp and Coin Club 2; Chess and Checker Club 4; Service Squad 7.

After four years of practice and research in T.A., Arthur will probably become a special adviser on microfilm to the F.B.I. A strict observer of the Sunday "blue law," he found it impossible to attend school on Sundays.

"Absence makes the heart grow fonder."
— Bayly



IRVING SCHWARTZ

Associate Business Manager of Elchanite 7, 8; Varsity Basketball 5-8; Junior Varsity Basketball 3, 4; Class President 4; Class Vice-President 5; Class Athletic Manager 1-3.

While not being the outstanding one in class pranks, "Itzy" worked behind the scenes. As a good all-around athlete, our "Rabbi Schwartz" has been a member of the basketball team for two years and has been a great help to his class in all intramural sport events.

"The cause is hidden, but the result is known."
— Ovid





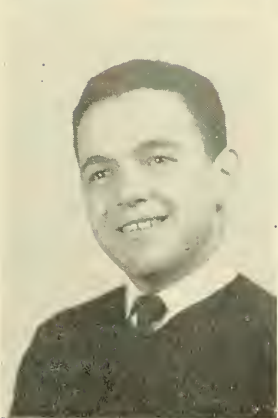
HARVEY SHAPIRO

T.A. Publications 1; School Debating Team 7; Class President 6; Class Debating Team 3-5, 7, 8; President of Spanish Club 5; Service Squad 7.

"Shippy," who has been a member of his class debating team, seemed to get strange sensations upon hearing Mr. Strum read poetry. Known as the "Chassid of Crown Heights," he expects to attend Yeshiva University and continue learning Talmud.

"No man has ever prayed heartily without learning something."

— Emerson.



IVAN SERCHUK

Associate Art Editor of Elehanite 7, 8; Elehanite Typist 7, 8; School Debating Team 8; School Athletic Manager 7; Varsity Basketball 5-8; Junior Varsity Basketball 3, 4; Class Vice-President 1; Class Debating Team 8; Class Athletic Manager 3; Service Squad 8.

Realizing the need for a change in T.A. sports policy, (foreign and domestic), "Ike" got himself elected Athletic Manager on the G.O.P. (Get into Office Patrol) ticket. He kept tabs on all the teachers with that "Old Guard" vigil. He hopes someday to become a lawyer and dabble in politics.

*"I agree with no man's opinion,
I have some of my own."*

— Ivan Sergeyevich Turgeniev



MOSES SILBERBERG

T.A. Topics — Reporter 7; Hebrew Culture Club 8.

"Moe," an avid soccer fan, never could impress upon the administration the importance of a soccer team. After making high school in three years, he will take pre-med in college. He aspires to be a doctor in Israel.

"Act well your part, there all the honor lies."

— Pope



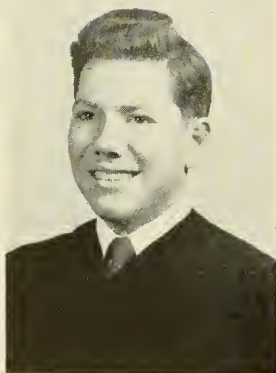
JOSEPH SILVERSTEIN

Arista Leader 7; Arista 5-8; Arista Secretary 6; Student Court 7; Activities Editor of Elchanite 7, 8; Editor of Kolenu 6; Co-Editor of Kolenu 7, 8; T.A. Publications 1, 2; Class President 4; Class Debating Team 5; President of Math Club 3.

Joe is known to all as Goldman's other self. Well liked by all, he went about his business and observed all about him in a quiet sort of way. Hoping someday to contribute something revolutionary to mankind, Joe will center his further education around a study of physics.

"I perceive well by certain evidences thine ability to learn sciences."

— Chaucer



ROBERT SIMON

T.A. Topics — Reporter 7, 8; Science Club 5, 6; Service Squad 8; Library Squad 7, 8.

No square he, Bobby has an angle all his own on life, so he will become an engineer. He just managed to keep out of Mr. Epstein's hair because . . .

*Hard to anger, quick to appease,
Bobby's got what it takes to please.*



NORMAN R. SINOWITZ

Class President 4; Math Club 2-5, 7, 8; Spanish Club 6.

Normie, the apple of Mr. Epstein's eye (or so it 'pears), has a slight stroke of genius — for doing things differently... If he doesn't watch out, he'll end up as an actuary (at \$50,000 a year).

"Whoso would be a man, must be a nonconformist."

— Emerson

JULIUS SOLOMON

Arista 7, 8; Student Court 8; Business Manager of Elchanite 7, 8; Varsity Basketball 7, 8; Junior Varsity Basketball 5, 6; Class President 6, 7; Class Secretary-Treasurer 5; Class Athletic Manager 4; President of French Club 4; Vice-President of French Club 5.

Julie, the meistersinger of Rabbi Yogel's class, can reel off arias and operettas (telephone operettas, that is!!). His knack for basketball (he was SO on the Varsity!) and his great personality really set him above and apart.

"And ever as he went, some merry lay he sung."

— Beattie

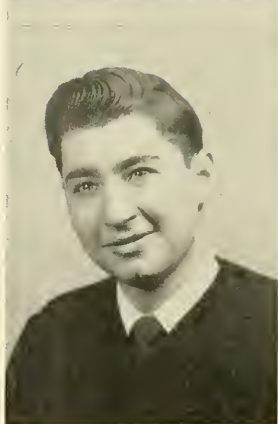


PHILIP SULTAN

Secretary of Math Club 3; Music Club 4; French Club 5, 6; Glee Club 7.

The Vaughn Monroe of T.A., Phil charmed us with his velvet voice. He is one of these rare people whom everyone likes.

"With a song in his heart."



WALTER SUSSMAN

Arista 6-8; Elchanite Photography Squad 7, 8; Class President 2, 5; Class Vice-President 3, 4; Class Debating Team 3, 6-8; T.A. Topics —Feature Editor 7; Reporter 3-6; Secretary 3, 4.

"Average Walt" participated in nearly all the activities possible in his four years in T.A. If the average average would be as high as Walt's average, the average average would be much higher.

The original "Ladies Home Companion"
(Nuff said!!)



HAROLD UDEWITZ

Activities Editor of Elchanite 7, 8; Elchanite Art Squad 6; Class Sanitation Manager 8; T.A. Topics — Reporter 5; Secretary 5

Considered by his classmates the greatest impersonator and comedian in the country, "Udey" has been a major attraction at every school function. Not only does he have great talent for the stage, but he is also considered one of the best artists ever to be graduated from our school.

*All the world's a stage,
And all the men and women merely mimickers' material."*

— lifted from Shakespeare



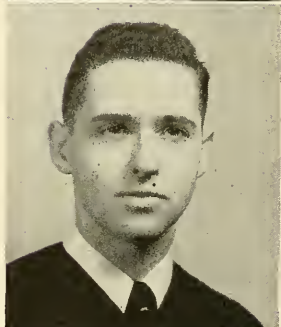
STUART WALTZMAN

Class Secretary-Treasurer 6; Class Debating Team 7; T.A. Topics — Reporter 3, 4; President of Spanish Club 1; Service Squad 7; Office Squad 6-8.

"Stuie", whose name can always be found on the "Summa Cum Laude" honor roll, had been one of Senor Cantor's most beloved Spanish students. Being extremely interested in science, he intends to take a pre-Medical course in Cornell University.

"In the scale of the destinies, brawn will never weigh so much as brain,"

Lowell



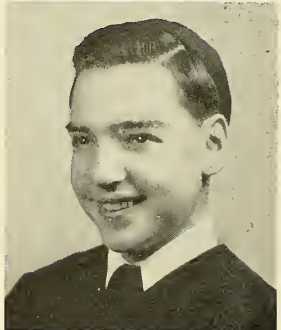
DAVID WEISS

Class Athletic Manager 3, 5; Hebrew Club 1, 2; Math Club 3, 4; Chess and Checker Club 7.

Davey is a fast man on the cinders (and at socials too). He kept us in stitches with his modernistic interpretations of native dances.

"Be merry and be Weiss."

Stolen from D'Averant



LOUIS WOHL

Producer of Variety Night 8; Class Debating Team 7, 8; Glee Club Leader 7; Service Squad 7, 8; Library Squad 3-6; Office Squad 7, 8.

Lou, a gift from Uptown and California, made himself welcome as soon as he came. Aside from organizing and leading the Glee Club, he was instrumental in producing Variety Night. In the fall he will start preparations for the Bar.

*It didn't take long to see through Lou,
To find a guy nicer is hard to do.
There aren't many — one of a few,
All that he wants is friendship from you.*



SENIOR ANNALS



D. LEVINE

Diary

FRESHMAN YEAR

Dear Diary — Today I enter a new school. I am looking forward to a gigantic school, tremendous gym, and a big pool . . . Well, two backboards for basketball is nothing to sneeze at, is it??? . . . Mr. Kallner (T.A.'s gift to the world of science — all wrapped up in himself) takes us deeper, deeper into test tubes and beakers. Makes us see 'stars' and a moon on his nose. Remember the loyalty oath that had to be signed? . . . Mr. Gold, our English teacher, has an interesting way of giving homework assignments — makes you write things in the margin. (You write so much in the margin that it's impossible to fit anything else onto the page) . . . Attention all. Senor Cantor is coming to town with a fixed wagon, red ink, marked papers (after 4 months) and all. But Senor, the Regents is 3 years away. — Who asked you to talk there? . . . New Hebrew teacher says — you will be coming begging to me for those few extra points when you graduate. It won't help you even if you bring your fazer, your mozer, your sister or your brozer (that's a song, isn't it?) . . . Music can't be short and sweet so we write ten pages for Mr. Grossman on the final — Boy, that ought to bust his (Musical) scale . . . French professor has nothing but 'good will' for 'fine boys' . . . A certain Rebby teaches with the fluid touch — free showers for the boys in the first three rows . . . Hershki misses rebby Sanders with a Pepsi-Cola bottle. Boys increase accident insurance coverage for fear of being hit by balls, books, and other flying missiles . . . Rabbi H. also goes on an undercover investigation (tzitzis inspection) . . . Faivy takes to teaching gemmorah, class forges ahead at the rate of two lines per day between rest periods . . .

SOPHOMORE YEAR

Upon returning from our vacations, we have the big three for Math (Morantz, Branson and Rosenthal). You can't tell the math teachers without a scorecard. Guess we'll just have to live thru it . . . We have an old fossil teaching us Bologee — what do the oysters do down in the mud? — wah — they make whoopee . . . Mr. Landowne — "What's the difference between a chicken and a rooster?" Feit — "a rooster has feathers . . ." (Oh Footsie, how could you) . . . Julie teaches us a method for fooling the Board of Regents — If ye don't know the answer, write 'therefore' and I'll give you half credit . . . Rabbi Hershkovics (with a wee) makes us give \$1.25 for packages for poor relatives in far off lands — you will pay your 'bock' or you vill fail. Rothman asks for a receipt for his money and fails half (you think I rob you?) . . . Doc tells of his adventures at the Indian reservation. Dearie enjoyed the 'bays' there too . . . The poor doctor laments to us, "I missed Rocca last night, Dearie wasn't home to turn on the TV set" . . . Smilin Phil (Julie's protegee) teaches us the facts of life — his face gets red enough to learn the biological makeup of a tomato . . . Tex Shapiro — T. A.'s answer to Roy Rogers (the glitzianah cowboy) makes everyone use their imaginations. Weel, this circle isn't exactly a square, but I'm not here to teach you, go home and read the book . . . Radio brought into Spanish class — but have no fear — the Senor is wise to the racket and will get to the bottom of it . . . Boys learn to wrestle with Talmud as Shanghai Shark takes on all comers. The Rabbi takes down names and numbers in a little black book made of (you guessed it) sharkskin . . . Rabbi Karlin penalizes boys. I am taking a quarter of one second off recess, and he does.



JUNIOR YEAR

Mr. Turetzky (a combination of math, gemorrah niguns, and a Brooklyn accent) complains that the boys are not loining their work . . . The period ends at 5:28 — Moe enters at 5:25 — 'you're wasting you own time boys' . . . Dr. Kronenberg takes over the Spanish class and tells us how he gives dictation. He says, "you know I vill beng wiz my hent on zee desk every time der ees a writteren accent on de void - yah, yah" (who said nein?) . . . New subject, chemstiry. Q. "What's the formula for dog's urine?" A. "K9P . . . How can you be such a cluck and live . . . Reb Faivel-son's map business (5c map, transported from the East Side at great expense for only 35c) merrily rolls along . . . He deducts points from those students with NPA's (not purchasing anything) . . .

Student — "Who wrote 'The Fat of the Land'?"

Doc — "Yezierysky"

Student — How do you spell that?"

Doc — "Y . . . E . . . I can't tell you sonny . . ."

Marty (collapsible knees) teaches us about the alliances before the first World War — If Russia attacks Germany, etc. . . . We meet and discuss Lincoln Steffens in this manner — Teacher (?) "Was Lincoln right in going to Heidelberg?" let's vote. Semar, you count the votes . . . Into the stretch before Regents week — 'But Mr. Lebowitz we didn't learn sulphur yet?' Shut up, we still have plenty of time . . .

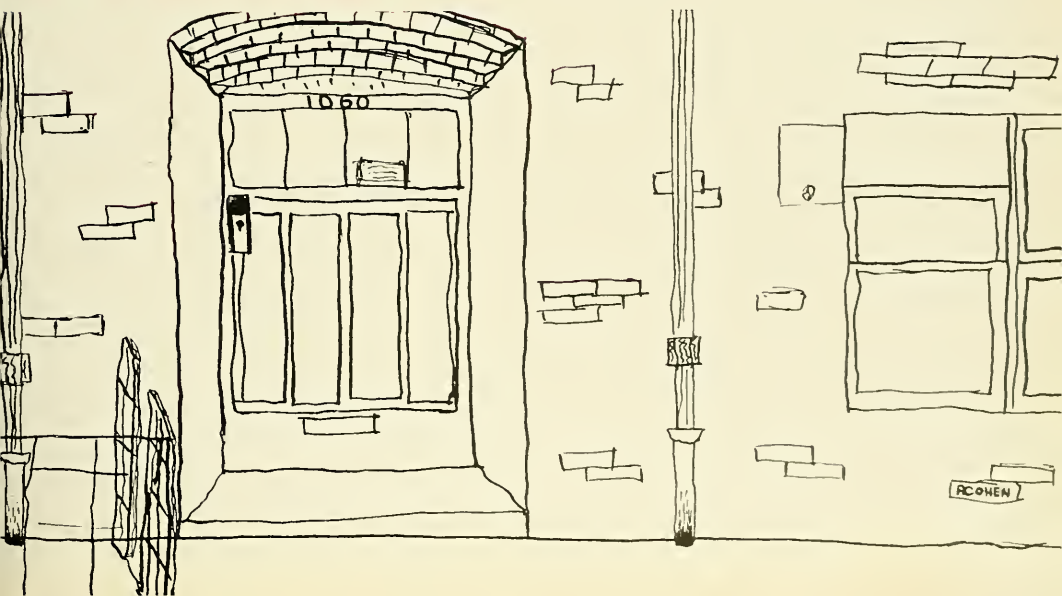
SENIOR

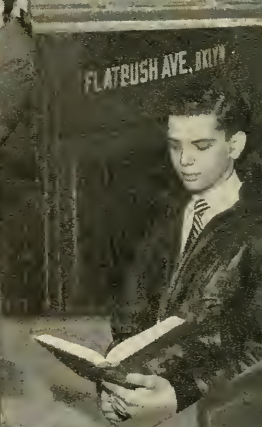
Well, here we are, we finally made it — the big shots in the school . . . New Hebrew teacher, Rabbi Perlman, quickly endeared himself to the students. This versatile rebby goes from cameras to

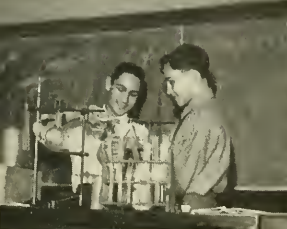
cabbalah to Korbon without even pausing for a breath, but he can still hear the bell — Yep . . . Mr. Lilker teaches us all about the yuneyons in America . . . New social studies teacher, Mr. Melov (Ipana smile and all) "Well, they did it." Ask questions, he says, so like suckers we ask him. The result — "Nonsense, Schissel — zero" . . . His slogan — zeros with a smile . . . English 7 — a real relaxing course. Stevenson, oops, Strum gives his rendition of the Mountain Wipoorwill (Up in the mountains it's lonesome all the time) What a ham: Ham? No, ham . . . Physics is one big laugh as one experiment after another bites the dust. As soon as I disconnect the current from this electro-magnet, the bar drops of." Drop off — darn you. Epidemic of cigarette cough hits school. Rabbi Yogel also suggests taking up periodic collections for those boys who wear "Ahzinib Hoizen" and Zulu hetz in Jimmy from Harlem style . . . Botknecht breaks precedent by serving for two terms as G.O. prexy . . . We read Macbeth in English class — "go get him, surgeons" — "send out moe, hoses" — "Where's Beckman?????" Solid is given for first time in school. If you have a line perpendicular to, Solomon, Brump, and parallel to, Brump, Fisher. Mighty Moe gets over his period of mourning and lifts his pants from their half-mast position . . . Why was Wilson sick? Adler asks — Melov wipes away tears and argues against dictators . . . And then — Regents scholarship, College Boards, Finals and Regents, and GRADUATION . . . And so — Dear Diary, It actually was a short jump from freshie to senior and we enjoyed every half-second of it. And so now we wish to thank the administration and faculty for making our high-school education such a pleasant experience.

Yours very truly,

The graduating class of 1953

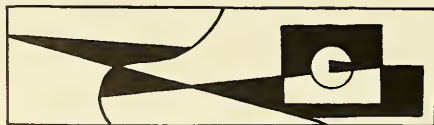






HALL OF FAME

- | | | | |
|-----|-------------------------|-----------|--------------------|
| 1) | Best Dressed | — — — — — | PAUL KOLKER |
| 2) | Best Natured | — — — — — | CHARLES CUTTER |
| 3) | Class Artist | — — — — — | GIL GOLDFINE |
| 4) | Class Athlete | — — — — — | BARRY HOCHDORF |
| 5) | Class Casanova | — — — — — | MARTIN ASKOWITZ |
| 6) | Class Humorist | — — — — — | HAROLD UDEWITZ |
| 7) | Class Orator | — — — — — | PHILIP FELIG |
| 8) | Class Poet | — — — — — | ALLAN SCHER |
| 9) | Class Talmudist | — — — — — | JULIUS SOLOMON |
| 10) | Class Writer | — — — — — | LARRY SCHINDLER |
| 11) | Did Most for the School | — — — — — | MICHA BOTKNECHT |
| 12) | Most Conscientious | — — — — — | JOSEPH SILVERSTEIN |
| 13) | Most Intelligent | — — — — — | LIONEL GROSSBARD |
| 14) | Most Likely to Succeed | — — — — — | LIONEL GROSSBARD |
| 15) | Most Popular | — — — — — | GIL GOLDFINE |
| 16) | Favorite Teacher | — — — — — | MR. MARTIN LILKER |
| 17) | Favorite Subject | — — — — — | HISTORY |





GOLDFINE

ACTIVITIES

2



G. O.

FALL TERM



G.O. Administration (Fall Term): Sitting, left-right: G. Goldfine, Vice-Pres.; M. Botknecht, Pres. Standing: S. Feder, Sec'y-Treas.

G. O. (Fall Term): Front row, left-right: S. Miller, M. Polansky, M. Gordon, H. Book; Second row, left-right: M. Goldsmith, H. Kriegsman, S. Feder, M. Botknecht, G. Goldfine, I. Serchuk; Third row left-right: N. Gordon, R. Hirt, M. Kriger, H. Josepher, P. Felig, J. Blau, B. Hochdorf; Fourth Row, left-right: J. Bruckenstein, J. Neugeboren, D. Levine, L. Rubin, S. Fleisher, A. Cohen, H. Levine.



G. O.

SPRING TERM

Our student organization known familiarly as the G.O., and in which all the classes are equally represented, has done an excellent job this past year. As coordinator of the numerous extra-curricular activities of the school, it has continually spurred on the student body to participate in as many activities as possible to further both themselves and the school.

In line with constant efforts to explain the duties of the G.O. in relation to the student body, a copy of the G.O. constitution has been distributed to all the students. A tour around the school and grounds has been initiated for the new students.

G. O. Administration (Spring Term): Sitting, left-right: **M. Botknecht**, Pres.; **H. Kriegsman**, Vice-Pres. Standing, **P. Kolker**, Sec'y-Treas.



G. O. (Spring Term): Front row, left-right: **A. Gafni**, **A. Dershowitz**, **P. Kolker**, **M. Botknecht**, **H. Kriegsman**, **I. Welfeld**, **M. Polansky**, **B. Langenauer**, Second row, left-right: **A. Eidelman**, **H. Elstein**, **M. Ganchrow**, **E. Preis**, **M. Askowitz**, **P. Rosenfeld**, **S. Miller**; Third Row, left-right: **A. Kirschbaum**, **S. Waltzman**, **A. Cohen**, **E. Beckman**, **L. Indyk**, **E. Lazar**, **N. Bryks**.



Student Court

FALL TERM

The object of the Student Court, the judiciary branch of the GO, is to make the students more aware of rules and regulations which they must abide by throughout the school day.

The court is composed of six members (five regulars and one alternate) chosen from Arista. Procedure of trial is as follows: When a student commits a misdemeanor, a member of the Service Squad serves him with a summons stating the time, place, and nature of the act. At the court session the Service Squad member who reported the defendant brings him up and acts as prosecuting attorney. After the summons is read by one of the court members the questioning period commences, during which the justices become more acquainted with the case, and the student may speak in his defence. When the questioning is over, both the defendant and prosecutor leave, and the justices discuss the case among themselves and with Mr. Strum. In doing so, two points are especially considered: the seriousness of the crime and the student's past record.

After the court has reached a decision the defendant is returned, and either acquitted or informed of some duty he must perform in consequence of his crime. These duties are either in service to the school, such as sanitation work or personal punishment such as detention.

By means of formal procedure followed at the trials and able encouragement from Mr. Strum, the Student Court has improved many students — socially.



STUDENT COURT (Fall Term): Sitting, left-right: Z. Schrader, J. Silverstein, M. Goldman, P. Felig, M. Boiknecht, M. Adler; Standing, left-right: G. Goldfine, E. Glick.



Student Court

SPRING TERM

A FUTURE CASE FOR
STUDENT COURT:
left - right: E. Glick, I.
Schwartz, D. Baker, M.
Goldman.



STUDENT COURT (Spring Term): Sitting, left-right:
C.Genn, S. Cohen, L. Grossbard, Z. Schrader, J. Solomon,
M. Botknecht, P. Kolker; Standing: H. Kriegsmann.





ARISTA LEADERS (Fall Term); left-right: Z. Schrader, J. Silverstein, L. Grossbard.

Arista

FALL TERM

It is always a great honor for a student to be accepted as a member of T. A. Arista, the school's honor society, and to wear its familiar pin. This year a few changes have been made in the requirements for membership and new application forms have been printed. A committee has also been appointed to draw up a revised edition of the constitution and to submit it to the assembly for its approval. Mr. Lebowitz, Arista faculty adviser, offers many fine suggestions as to procedure and legislation.

ARISTA (Fall Term): Seated left-right: M. Katz, J. Fischer, L. Grossbard, J. Silverstein, Z. Schrader, S. Cohen, M. Goldman. Standing left-right: S. Kwestel, L. Indyk, J. Fuchs, J. Landwirth, P. Kolker, M. Adler, W. Sussman, P. Felig, N. Gordon, M. Tokayer.



Arista

SPRING TERM

Every term Arista plans an outing or trip for its members. In the fall term (1952-1953) the Broadway hit "The King and I" was seen, and a good time was enjoyed by all.

One of the most important of Arista activities is aiding students who are deficient in certain subjects. By doing this, Arista lives up to its dual name of excellence in both service and scholarship.

ARISTA LEADERS

left-right: L. Grossbard,
P. Felig, M. Goldman.



ARISTA: Front row, left-right: J. Fuchs, S. Cohen, P. Kolker, M. Goldman, P. Felig, L. Grossbard, J. Lebowitz, Z. Schrader, S. Schimmel; Second row, W. Sussman, M. Adler, S. Feder, J. Solomon, J. Landwirth, J. Fischer, H. Fleischer, S. Kwestel, N. Bryks; Third row; M. Tokayer, J. Silverstein, N. Gordon, S. Levenson, L. Indyk, A. Scher, M. Katz.



Service Squad

FALL TERM

In the firm belief that the best school government is government by the students themselves, the administration of the school has encouraged the pupils to set up their own Service Squad. Adhering to this principle, the Service Squad has grown and grown until it has now reached its present proportions. Quite naturally the students respect this select body and consider it a great privilege to be a member of it.

This past term, in keeping with the democratic ideals, the Service Squad has instituted a newer and better policy of selecting the members of the "Squad." In the past the officers of the GO picked all the candidates. Now the procedure has been changed so that the students themselves pick the majority of the members. Thus the students are supervised by the people of their choice.

While saluting the organization, we dare not forget to commend its Captain Coleman Genn, who has done a most admirable job. Taking an objective view, we sincerely feel that this body has done much to improve our school, and we take pride in saying it.

SERVICE SQUAD (Fall Term): Front row, left-right: M. Berlin, M. Ganchrow, S. Waltzman, E. Glick, G. Goldfine, B. Hachdori, D. Levine, M. Edelman, R. Brenner; Second row, M. Tokayer, J. Becker, R. Meyers, H. Shapiro, D. Baker, H. Schneier, M. Salzman, H. Bursky, R. Spiegel, H. Kriegsman, S. Hymowitz, C. Cutter, M. Katz; Third row, H. Pollock, M. Bluth, M. Greenspan, E. Herschman, D. Fuchs, L. Wohl, C. Genn, A. Schrank, M. Goldman, P. Banner, H. Rothman.



Service Squad

SPRING TERM

Left-right: C. Genn, H. Kriegsman, G. Goldfine, E. Glick.



SERVICE SQUAD (Spring Term): Front row, left-right: G. Falk, M. Zall, H. Rothman, C. Genn, H. Kriegsman, R. Levine, M. Freiman, I. Serchuk, H. Pollock; Second row, left-right: M. Askowitz, J. Neugeboren, D. Levine, A. Eidelman, H. Bursky, B. Hochdorf, L. Schindler, J. Becker, S. Nadel, S. Goldstein; Third row, left-right: H. Levine, S. Wilson, S. Chwat, R. Simon, L. Wohl, M. Edelstein, J. Greenfield, G. Goldfine, E. Beckman.



Among the long list of groups and societies of which our school is proud of, the debating team stands foremost. It is comprised of those students who are exceptionally talented with the gift of eloquence. This society partakes in debates with the various private and public high schools of this city, and often, we proudly say, comes out the victor.

Debating in TA is not limited to only inter-school debating, but rather includes inter-class oratory. According to the present system every class has its own debating team led by its debating manager, and debates approximately every other week. As the general supervisor of this and the school debating team, we have a school debating manager who is elected by the school at large each term. He is considered an important member of the administration and does much to promote interest in debating among the whole student body.

On special occasions assemblies are held at which the pupils act as judges of the debate, and are permitted a questioning period afterwards. The students appreciate this and look forward for more of these gatherings.

Debating Society

FALL TERM

DEBATING TEAM (Fall Term): Sitting, left-right: S. Schimmel, S. Cohen, P. Felig, H. Zuckerberg; Standing, left-right: G. Blidstein, L. Indyk, A. Der-showitz, N. Gordon.



SPRING TERM



DEBATING TEAM ACTION;
Left-right: N. Gordon, S.
Cohen, I. Serchuk.



DEBATING TEAM (Spring Term); Sitting, left-right: G. Blidstein, S. Cohen,
I. Serchuk, S. Schimmel; Standing, left-right: M. Ganchrow, A. Dershowitz,
N. Gordon, J. Fischer, P. Felig.



Library

FALL TERM

"The true University of these days is a collection of books." These words, written by Thomas Carlyle more than a decade ago, still hold true today. That is why we are proud to have a library with as diversified a collection of books as we have. During the past year one hundred new books were purchased, ranging from best-selling novels to history, reference, and non-fiction books. Its periodical section deserves exceptional credit because of its subscriptions to many magazines and pamphlets. The school library is a member of the Book of the Month Club and the History Book of The Month Club, receiving reading material every month. Our school library also has a section devoted to Hebrew literature and history, which is used by quite a number of students.

The library staff consists of eighteen librarians. At least two members of the staff are in the library each period. The library is open during the lunch hour as well as during the entire school day. The staff is ably headed by our faculty adviser Mr. B. Brender. Mitchell Leifer is chief librarian. A complete up-to-date catalogue section has been perfected by the library staff under the supervision of Messrs. Brender and Leifer.

LIBRARY (Fall Term): Sitting, left-right: M. Goldberg, Mr. B. Brender, M. Leifer, H. Pollock; Second row, left-right: D. Kolatch, S. Richter, R. Meyers, J. Becker, L. Richter, R. Klein; Third row, left-right: H. Lumerman, D. Winter, S. Chwat, R. Simon, J. Blazer.





LIBRARY SQUAD (Spring Term): Front row, left-right: J. Blazer, Mr. B. Brender, M. Leifer, L. Richter; Second row, H. Machlis, D. Kolatch, M. Goldberg, R. Meyers, J. Becker, M. Edelstein, S. Chwat, S. Richter, L. Spector, E. Glick; Third row, left-right: S. Feder, B. Meyerson, J. Furmansky, R. Brenner, H. Pollock, M. Goldman, R. Simon, A. Rozman.



LIBRARY ACTION: left-right: J. Blazer, R. Brenner.

SPRING TERM





T. A. TOPICS: Sitting, left-right: P. Felig, M. Goldman; Standing, left-right: S. Chwat, C. Genn, S. Feder, W. Sussman.

T. A. Publications

Kolenu

Kolenu, this year, has continued to function as one of the few Hebrew literary magazines on the high-school level. Numerous articles of high merit are included, such as original interpretations of Talmudic passages. Martin Goldman and Levi Kurtz have done an excellent job as this year's editors. Rabbi Faivelson deserves much credit for the time and effort he has devoted to this publication.

Elchanite

This issue of Elchanite as well as all other preceding ones is the fruit of the efforts of an organization which works from the beginning of the year until the end. Meetings of the entire group are held once a week, when all problems are worked out jointly. By learning from past experience, each Elchanite improves upon its predecessors and achieves more and more merit.

TA Topics

Probably the most familiar of the TA Publications to students is TA Topics, whose dual purpose it is to inform the students of school activities and entertain them with humorous columns. Members of the staff are chosen from the Journalism Club led by Mr. Sidney Gold. Recently the Topics has reported on the student popularity poll and the TA basketball game in Madison Square Garden.

The editors of the Elchanite, '53, would like to take this opportunity to express their gratitude to the following members of the art and typing squads who have contributed so much to the success of this year's issue.

ART SQUAD

Aaron Cohen
Arthur Friedman
Eli Lazar
David Levine

TYPING SQUAD

Morris Goldberg	Mitchell Leifer
Elias Hershman	Herman Pollack
Leonard Indyk	Herbert Rothman
Zalman Schrader	

T. A. Publications



ASSOCIATES OF THE ELCHANITE: Sitting, left-right: J. Lebowitz, I. Serchuk, M. Askowitz, Rabbi B. Faivelson, P. Felig, P. Kolker; Standing, left-right M. Salzman, H. Rothman, I. Schwartz, L. Indyk, R. Brenner, R. Levine.

KOLENU: Sitting, left-right: J. Kurtz, J. Silverstein, Rabbi B. Faivelson, M. Goldman, N. Bryks; Standing, left-right: M. Botknecht, D. Baker.



Athletics

BASKETBALL TEAM CAPTAINS: left-right: J. Polinsky, B. Hochdorf.



The most successful basketball team ever produced by Brooklyn Talmudical Academy took the floor last year. Under the coaching of Hal Jetter, the team won many a game in both the Jewish High School League and in non League play. Two school records were shattered during the '52-'53 season. The individual scoring record for one season was broken by Al Helfer who scored 384 points. The team broke another record by defeating an opposing team by 54 points, the largest margin in T.A. history.

BASKETBALL TEAM (Spring Term): Front row, left-right: S. Horowitz, B. Hochdorf, J. Polinsky, A. Helfer, G. Goldfine; Second row, left-right: S. Schimmel, Dizengoff, R. Brenner, I. Serchuk, M. Hirschhorn, S. Hymowitz, J. Miller; Last row, left-right: J. Lloyd, I. Schwartz, S. Levenson, J. Solomon, C. Genn.





"Swish"

Madison Square Garden

This March 25 marked the high water mark in T.A. Brooklyn basketball history. On that night, the championship of the Yeshiva Basketball League was decided in a game at Madison Square Garden. This was the first time that any Yeshiva was able to play in an arena of this size. The game was played as the preliminary to a New York Knickerbocker Boston Celtic game.

The opposition was furnished by our brothers and rivals of T.A. Uptown. The game was thrilling throughout and was played well. Although we lost 52 - 46, a good time was had by all.



Intra-Mural

During the last year many new additions were made in the school regarding intramural events. Basketball, punchball and foul shooting tournaments were held during both terms as well as ping-pong, handball and softball tournaments during the spring term. The basketball tournaments were held after school and the ping-pong tournaments and foul-shooting tournaments were held during lunch hour in the school gym. The softball and handball tournaments were held on Friday afternoons at softball courts in city parks.





INTRAMURAL BASKETBALL (Fall Term): Front row, left-right: S. Cohen, G. Goldfine, J. Polinsky, I. Serchuk, R. Brenner; Second row, left-right: H. Kriegsman, M. Greenspan, J. Solomon, C. Genn.

Intra-Mural



INTRAMUARL BASKETBALL (Spring Term): Front row, left-right: S. Cohen, I. Serchuk, H. Hoffman, A. Heller, N. Gordon; Second row, left-right: Z. Schrader, J. Becker, H. Kriegsman, S. Waltzman, B. Hochdorf.





CO-OP: Left-right: M. Botknecht, S. Feder, M. Ganchrow, S. Socol.

Co-op Store

A recent development, the Brooklyn T. A. Cooperative store, was founded and subsidized by the G. O. at the onset of the fall term. Because of its excellent management, it has already proven successful, although its merchandise is sold to the students at a reduced price.



"A Student's Life"

Eavesdropping upon a group of prospective freshmen, the "Elchanite" editors were impressed with the fact that Talmudical Academy is actually a mystery to those who are about to enter its sacred halls of study. As soon as a boy becomes a member of the student body, his daily life begins to take on a particular shape and pattern. Because we wish all who are still strangers to us to become better acquainted with our daily schedule, and because we feel that a glimpse upon a typical day of a T. A. student would bring back happy memories of many such days, we present here a photographic essay depicting "one student's day."

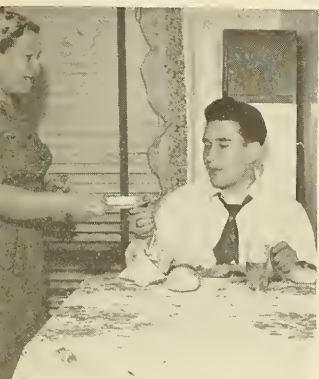




PRE-DAWN VIEW of typical T.A. student, Walter Sussman.



COMMENCING THE DAY with the ritual of the "Tephillin," a natural in every T.A. boy's life.



A HEARTY BREAKFAST means getting the day off to a good start.



THE T.A. LIBRARY provides a source of reference for teachers and students alike. Here, Walt is making some final notes before his classes begin.



BEFORE THE START of the day, Walt stops in for an informal chat with the school administrator, Rabbi Abraham N. Zuro.

IN THE SCIENCE LABORATORY, personal observation is necessary to confirm theories gleaned from notes. →



A COUPLE OF CLASSMATES, Gil Goldfine and Louis Wohl, join Sussman in checking some vital information. →



READY, willing, and able, our subject is on the job. →



STUDY PERIOD. A difficult portion of *Gemorrah* absorbs all of a student's attention. →



CHANNUKAH; the eldest son of the Sussman household lights the traditional candles.

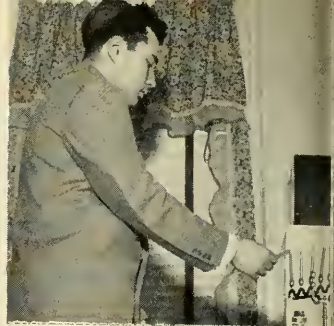


After School

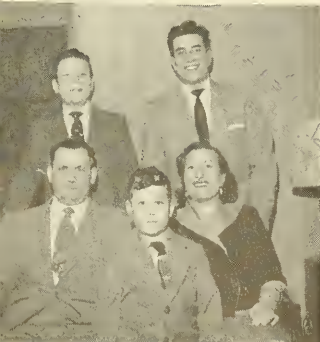
DESPITE the long hours and rigorous schedule, T.A. boys do have time to relax. A happy homelife, a healthy social life, and planned study hours fill the evening for our students. Religious observance is part and parcel of every boy's life. On these pages we see Walter Sussman in his after-school hours filling out a typical T.A. day.



AT HOME; Checking on a homework assignment.



RELAXING after a long day at school, Walt tries to play a game of chess, non-too easy feat, considering the number of Kibitzers.



THE SUSSMAN FAMILY. In the eyes of his parents, Walt is not merely "typical," but something extra special.

ON THE EVE of each Sabbath, upon returning from religious services, Walter follows his father in the recitation of the Kiddush.





RELAXING OVER A SODA, our boys discuss T.A.'s exciting game at Madison Square Garden.



THE CHORAL GROUP provides another form of diversion and pleasure.



KEEPING UP with T.A.'s scholastic standards means burning the midnight oil.



POOPED after a hard day, Walt catnaps before going to bed.





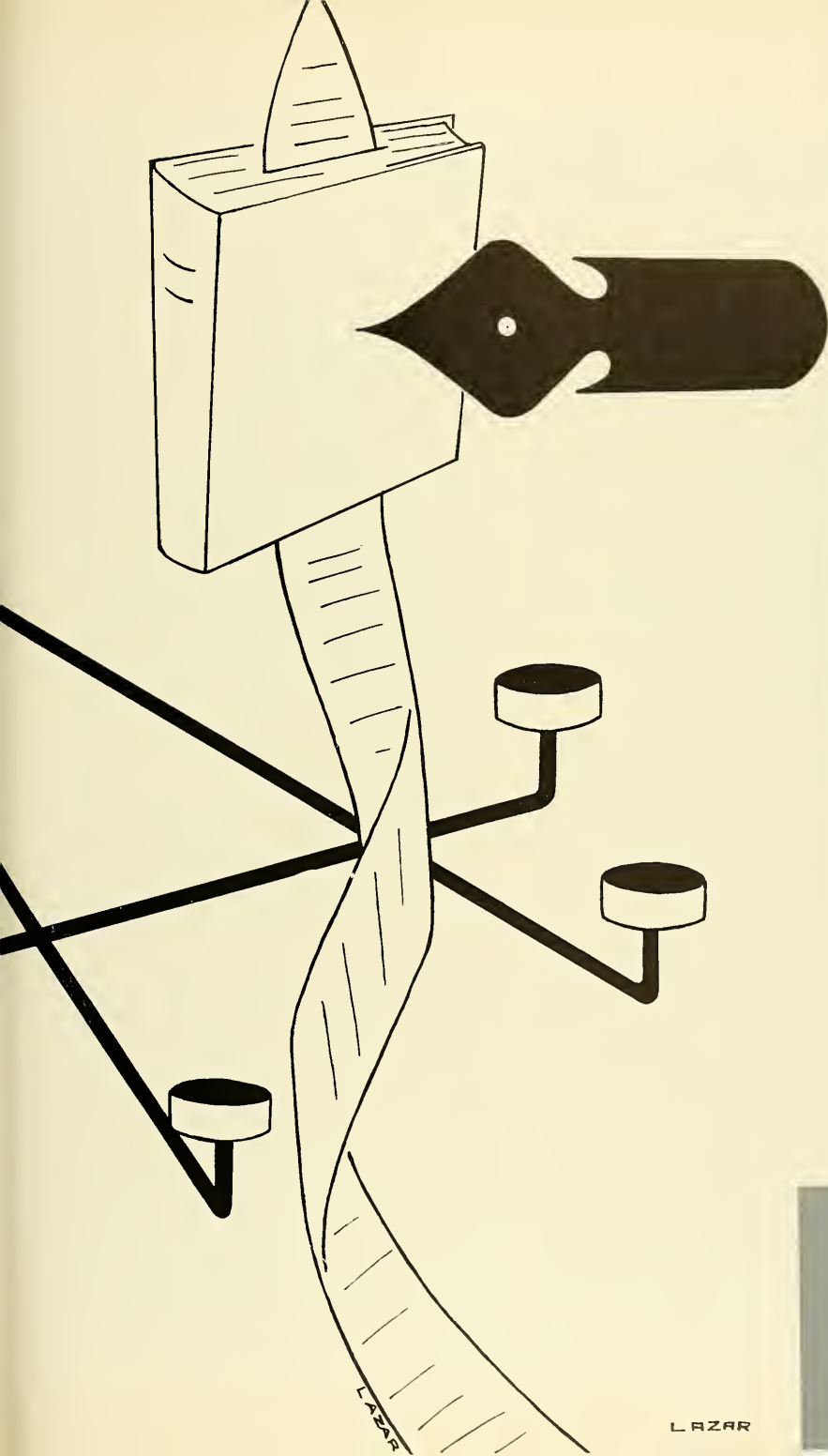
Left-right: Mr. Bluth, Mr. Lilker, L. Wohl.

Variety Night

Variety Night was originated last year, and its purpose was to give T.A. students a chance to display their talents in various fields. Its great success last year warranted another such night this year, during the spring term. Our G. O. has also benefited, as the show proved a tremendous financial success. We sincerely hope that this worthwhile tradition will be continued for many a year.



LITERATURE



LAZAR

LAZAR

3

Jews in Science

By JOSEF E. FISHER

THE establishment of the State of Israel in May, 1948 marked the end of a period of almost 2,000 years, during which the Jews had no homeland, no piece of soil they could call their own. In the course of this exile, the Hebrews spread out all over the globe, and they became inhabitants of various countries, always, however, retaining their individuality as Jews.

Together with the other people of the various countries, Jews have formulated a large part of the customs and have contributed a large portion to the foundations of modern civilization. Some fields in which the Jew has achieved renown are music, philosophy, and law. Nonetheless, no contribution is greater than the part the Jews have played in scientific progress. We find examples of Jewish scientists from about the beginning of the common era.

We all know of the achievements of the Romans in such fields as writing, architecture, and sculpture. Yet, in spite of the grandeur that was Rome, no one ever refers to the Romans as great mathematicians. Why, among a people as ingenious and industrious as the Romans are there no individuals who have delved into the mysteries of mathematics? The answer is simple and tragic. Because of the Roman system of numerals, equations would become unwieldy and cumbersome, and thus in the field of mathematics — stagnation!

The Western world now utilizes the so-called Arabic system of numerals; therefore, there must have been a transition, a time when the Arabic numerals were introduced to the Western world. This marks the first monumental achievement of our people in the scientific field. A number of Jews, particularly Johannes Hispaolensis, or John of Seville, were instrumental in introducing this new set of numerals. Although the new system had not completely permeated Europe until the sixteenth century, it was utilized by learned men before that time. Thus, a great debt is owed to a Hebrew who translated from the Arabic a numbers system convenient for scientific work.

At approximately the same time, Indian geometry was introduced to the western world by Abraham bar Hiyya, whose original text in Hebrew was translated into Latin by Plato of Tivoli.

Modern photography is founded on the discovery of the noted philosopher Levi ben Gershom, who discovered the camera obscura. He noticed that it was possible to reflect the rays of an external object on a flat plain, on which the image could be traced. This discovery, together with the younger Herschel's contribution of light-sensitive paper, made the modern camera possible and laid the foundation for photography as we know it today. The fact that this phenomenon is now utilized for astronomical observation is also noteworthy. Levi ben Gershom also invented Jacob's staff, a form of an astrolabe. In his voyage to the New World, Columbus utilized this instrument for navigational purposes.

In the field of mathematics there are many scientists to consider. Let us be content, however, to mention the name of Carl Gustav Jacobi, whose works were published in seven volumes after his death. These volumes were at first edited by Jacobi's brilliant student, K.W. Borchardt, and later by the famous Weierstrass, who took over the editing after Borchardt passed on.

The field of mathematics, and science in general, suffered a great loss when the mathematical wizard F.G.M. Einstein passed away at the age of 29. He was praised by that greatest of all mathematicians, Gauss, as having talents given to one person in a century. The young scientist's works were considered so brilliant that Gauss himself published them in 1848.

The field of astronomy during the 18th century was dominated by a German-Jewish scientist who migrated from Hamburg to England while still a young man. William Herschel was this man's name, and while holding a part-time job as an organist, studied astronomy and finally achieved the well-nigh impossible. Together with his sister, he charted the sky as no man before him had done. He also constructed his own telescopes on a large scale. From the viewpoint of practical contributions, it may be said that no other astronomer compares with him. Two of the many modern astronomers who have achieved acclaim are Maurice Loewy, who, as one of the greatest observational astronomers of the 19th century, devised the two part telescope, now in common use, and Karl Schwartzchild responsible for the

equation on the atmosphere of the sun. He also devised equations for computing the stability of rotary masses. Thus we see, in spite of the slow start the Jews got off to in the field of astronomy owing to lack of needed elaborate equipment they, nevertheless, finished strong and produced some of the greatest names in the field.

Another German-Jewish scientist, Emile Berliner, greatly improved communications by inventing telephonic devices now in common use. His fame has been eclipsed by that of Edison, whose commercial success in this field has caused the Wizard of Menlo Park to be recognized as the inventor of these devices.

We now go to the field of medicine, in which the Jew's contributions date back to antiquity. Karl Sudhoff, the great medical historian, wrote, "with the giving of the Torah there came two of the greatest hygienic ideas ever conceived, the weekly day of rest and the direct prophylaxis of disease."

In spite of the anti-Semitism which prevailed in the middle ages, Jewish physicians cared for the major rulers of Europe. A number of individuals have achieved acclaim for their work in the medical field.

The first was Isaac Israeli of Kairuwan, known as Isaac Judeus to the medieval scholars. His views on fever have influenced thinking until the present and his authoritative work, "*De Gradibus Simplificum*," was translated into Latin by Constantine the African. This book was the main source for further work in the field of pharmacology.

The greatest name in Jewish medieval life was Moses Maimonides, the Rambam. His profession was medicine, and he wrote two great works in this field. The first was his "*Treatise on Poisons and Anecdotes*." The second and more famous work, "*Aphorisms*," was considered by the great Mercurialis to be of no less caliber than a work by Hippocrates on the same subject. Yet the most remarkable thing about this brilliant man was that he advocated principles which are being put into practice at the present time. He realized the relation between the mind and the body and made provision for the patient's mind. This is shown by the fact that although he was against faith treatment, he sanctioned it for the patient's peace of mind. While recommending fresh air and sunshine, he said that exercise should be taken only in moderation.

The natural proclivities for the healing art by the Marrano Jews were phenomenal. Also known as

the Crypto-Jews, they were forced to embrace Christianity during the Inquisition of the 14th and 15th centuries. They did, however, cherish inwardly the religion of their forefathers and continued in the medical profession. Of these Portuguese Jews, Sir Clement Markham considers Garcia D'Orta the greatest. D'Orta studied men in relation to nature and wrote the first scientific work ever to be written in Portuguese — "*Colloquios dos simples E Dorgas Medicinaes*," written in 1563. His description of Asiatic cholera and medicinal plants remain unsurpassed. D'Orta's family was, however, persecuted, and only his timely death saved the great physician from the agonies he would have undergone.

Rodrigo de Castro, also a Marrano, laid the foundations for gynecology, the doctrine of the diseases of women, as we know it today. He also wrote a book of medical jurisprudence, as one of the early advocates of the doctrine. The city of Hamburg was benefited by his outstanding services, and his devotion to the sick during the plague of 1654 has become a legend.

During the nineteenth century, progress was made in various fields which laid the foundations for the advances in medicine during the 20th century.

Medical science was almost revolutionized as a result of the studies of Jacob Henle, a microscopic anatomist. This German-Jewish scientist was the first to accurately describe the skin and other linings of various organs in the body. His "*General Anatomy*," published in 1841, remains one of the most authoritative works on the subject and may today be consulted with profit.

One of the pioneers in the science of endocrinology was Moritz Schiff, whose discoveries in this field laid the foundations for many subsequent discoveries. The hormones studied by Schiff are now being used to combat such diseases as arthritis and such dreaded diseases as cancer may be overcome by the use of hormones.

Whereas there may be conflicts in various fields of science as to who discovered what, there is no doubt as to the originator of psychoanalysis. Sigmund Freud, "The Columbus of the Sub-Conscience World," influenced human thought in every branch of intellectual life with his theories. It was through him that many mentally ill now can be made to take their places as responsible citizens of the world. Thus, mankind owes a great debt to a Viennese Jewish psychiatrist who first delved into the mysteries of the subconscious mind.

Remarkable progress was made by Marcus Eliezer Bloch, who, although unable to read German at the age of 19, worked very diligently and founded the science of ichthyology, the study of fish. His work on the subject remained the standard in the field for many years.

In the middle of the 19th century, a theory persisted that life could arise from inanimate objects. Many contributed proof to discredit this theory, but it was the Jewish scientist, Ferdinand Cohn, who gave the coup de grace to the theory of spontaneous generation. This theory, which had obstructed scientific progress for many years, was finally discarded and science was free to make advances in various fields.

The most brilliant electrical engineer ever to hold a piece of wire was Charles Proteus Steinmetz. The appropriate name, the "Electrical Wizard," was given to him at the General Electrical Company, where he served as Chief Consulting Engineer for many years. Many of his developments are now being used to make life more comfortable for us.

With the advent of the Nobel Prize, our task of recognizing genius became relatively easy. At the end of the 19th century, a Swedish inventor, Alfred Nobel, invented dynamite. Since he had originally intended it as an instrument of progress in the time of peace, he was very distressed when he saw to what uses it was being put. Therefore, utilizing the money he made from his terrifying invention, he established the Nobel Peace Prizes. These prizes were to be awarded to the one who accomplishes the most outstanding achievement in the fields of physics, chemistry, medicine, literature, and world peace. It is noteworthy to add that numerically, the Jewish recipients of the prizes are exceeded only by the German and French recipients, some of whom, incidentally, were Jewish.

One scientist whose name needs no introduction is Albert Einstein, the originator of the Theory of Relativity. This theory is said to be so complicated that only a few physicists can appreciate its consequences. The stark reality that there is an atomic bomb silenced the sceptics forever. The mighty weapon showed that the Theory of Relativity is correct, at least, in part. The venerable professor is now working on relationships between the various forces known to exist in this world.

While we are on the topic of relativity, it is only fair to mention the names of three fellow-Jews who laid the basis. Tullion Levi-Civita developed the ab-

solute calculus, the necessary mathematical instrument for the theory. Hermann Minowski gave the mathematical basis. The scientist who gave the physical impetus to the theory is Albert Michelson, a physicist famous in his own right. In the classic Michelson-Morley experiment, he proved that the earth is not drifting in a stationary ether, thus destroying that theory forever. This and other experiments earned him the coveted Nobel Prize in physics.

The youngest of all Nobel Prize winners is James Franck, a Jew, who received the prize in 1926 for the experimental confirmation of the quantum theory. Gustav Hertz, who received the prize for research in the theories of atoms, and Gabriel Lippman, the inventor of color photography, are but two of the many Jews who have received the Nobel Prize in physics.

Chief of the Atomic Energy research program is J. Robert Oppenheimer, a Jewish physicist who has achieved fame because of his research in that field. For some strange reason, the Jews have always been more successful in the field of medicine. This holds true for the Nobel Prizes, since most of the Jewish recipients received citations in the field of medicine.

A saga of patience and exhaustive research is that of Paul Ehrlich's war on syphilis. The drug he finally obtained to combat the disease was named Salvasan 606, for it was the 606th chemical and drug to be tried. The world owes a great debt to Ehrlich's patience. Incidentally, the Nobel Prize committee appreciated the discovery enough to award him the prize in medicine in 1908.

An important life-saving technique was made possible by Karl Landsteiner, who received the Nobel Prize for his research on the metabolism of cancer, which made possible the steps which are being taken to cure the dreaded disease. Otto Leowi received the coveted citation for his determination of the chemical nature of the nervous impulses.

The most recent recipient of the Nobel Prize for medicine is the Jewish scientist, Selman Waksman. His discovery of the new wonder drug streptomycin, was a great step towards the cure of the dreaded disease, tuberculosis.

Thus we can see, that the Jews, although a small minority, nevertheless contributed greatly to civilization, and in the long run, improved the lot of the great majority, all of mankind.

Only through science can Israel become a land flowing with milk and honey.

Chaim Weizmann

By LEONARD INDYK

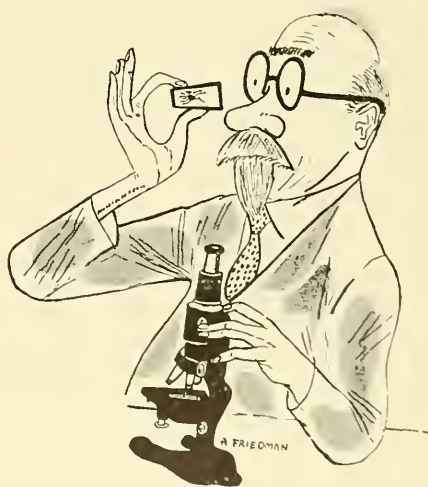
CHAIM Weizmann won renown in many fields of human endeavor. He was a teacher, statesman, and scientist. A great deal of his fame was derived from his work in the field of chemistry. This scientific work also had a vast effect upon world Jewry. Since this Elchanite is dedicated to Jewish scientists, it is appropriate that this article concern itself with Chaim Weizmann's work in science and the effect of this work on the Jewish people.

Chaim Weizmann's most important scientific discovery was the process for the synthetic manufacture of acetone. This is the story of how this discovery came about and the far reaching effect it had in both the scientific and political fields of the world.

In 1910 the world was threatened with a shortage of natural rubber. The chemists of the world embarked on a search for a method of manufacturing rubber synthetically. At that time Weizmann was teaching biochemistry at Manchester University. He too decided to try to produce synthetic rubber, attacking the problem in the following manner:

Since rubber is composed of polymerized isoprene, and isoprene can be manufactured from isoamyl alcohol, therefore the logical starting point would be to manufacture synthetic isoamyl alcohol. And since this alcohol was a byproduct of alcoholic fermentation, but in quantities not sufficient to warrant exploitation, Weizmann searched for a bacterium which would produce by fermentation more isoamyl alcohol than the yeast used in ordinary fermentations did. In the course of his investigations Weizmann used bacteria *granulobacter pectinovora* which he had obtained from the Pasteur Institute of Paris. The result of the fermentation of sugar by this bacteria was a liquid which smelled very much like isoamyl alcohol. However, upon distilling the liquid Weizmann found that it contained by weight 60% acetone, 30% ethyl alcohol, and 10% butyl alcohol. His superior on the chemistry staff of Manchester University, Dr. Perkins, told him to pour it down

the drain because he considered it worthless. Weizmann, however, declined to discard any pure chemical. The sagacity of this decision will be seen later, for the acetone obtained was used in the war and was the main part of his discovery. However, to digress a bit, Weizmann saw that merely through fermentation he could not obtain enough isoamyl alcohol. But it was possible that the butyl alcohol obtained in the process which was similar to isoamyl alcohol could be made into butadiene and the butadiene then polymerized into a rubber. Weizmann tried this approach and was successful in producing a synthetic rubber of a quality similar to that of natural rubber. For a long time this was the only method we had for producing synthetic rubber. This was the famous process used by the Germans in World War I for producing their rubber called Buna (from the German BUtadiene Natrium. Natrium is German for metallic sodium which was an important reagent in the process). This rubber, however, was rather hard and not as good as natural



rubber which was very soft. Later on, during World War II, Weizmann came to the United States to work on the synthetic rubber problem. While he was here he discovered a method for the reproduction of isoprene which was what he was originally searching for. By the condensation of acetone and acetylene he obtained isoprene which was then used to make a synthetic rubber which was as soft as natural rubber, unlike Buna. As a result of these two important discoveries, during World War II, most of the tires had buna as the hard outer surface and a combination of Buna and isoprene rubber for the soft inner tube.

This work on rubber was only one of Weizmann's achievements. A second, greater discovery came about as a result of these experiments on the production of synthetic rubber. As you remember, in his original fermentation process Weizmann obtained a liquid which was approximately 60% pure acetone. He recorded the process and filed it for a future need. This need arose in August, 1914, when the British government requested all scientists to send in reports of all past work and their present projects. Weizmann submitted the report on his fermentation process. Nothing was heard from the British government until the Spring of 1916 when a representative of Nobels', a large munitions manufacturer, called on Dr. Weizmann and offered to buy his process. Weizmann was astounded for he had attached no technical importance to the discovery and in consequence thereof had neither patented it nor published anything on it. Weizmann signed the contract and was ready to commence operations when the news came that the plant which he was to use had been blown up. Weizmann had to terminate the contract with Nobels for they had no other plant available for the project.

However, Nobels brought the matter to the attention of the British Admiralty and in March of that year Weizmann was called to the Admiralty. The head of the Admiralty's powder department explained to Weizmann that a serious shortage had developed in the supply of acetone. Acetone was used as the solvent for cordite in the manufacture of explosives for naval guns. Without acetone, the guns would be useless. Therefore the Admiralty laboratories were put at Weizmann's disposal and he started immediately to set up a pilot plant to test the commercial application of the process. A few weeks after the preliminary conference, Weizmann had an interview with the First Lord of the

Admiralty, Mr. Winston Churchill, who started the discussion with these words:

"Well, Dr. Weizmann, we need 30,000 tons of acetone. Can you make it?"

The world knows that Weizmann succeeded in filling Churchill's request.

When Weizmann started working he was confronted with several problems. Up to now he had only produced several hundred cubic centimeters of acetone in his laboratory on an experimental basis. If he could somehow produce one ton of acetone, then he could produce any amount needed. The main problem was in the commercial aspects of the process and this could only be handled by a brewing engineer. Therefore he needed many engineers, equipment, and raw materials which could only be obtained through the government. Churchill gave him *CARTE BLANCHE* authority for all and any men and materials he needed. Weizmann set up his first plant in an old gin factory. The Admiralty also built a second plant specifically for the purpose of carrying on the fermentation process. However, when the project was going full blast the Food Controller refused to give them any more maize which was the carbohydrate which they were using. Weizmann herewith substituted horse chestnuts for the maize, but the supply of these soon gave out as well. Subsequent researches indicated that the Weizmann process could be used with most sugars and starches.^{1, 2}

Because of the obvious impossibility of obtaining large enough stocks of carbohydrates in England, operations were transferred to Canada. The first plant was set up in the Gooderham distillery in Toronto. This plant used maize as the starch. Of the total weight of maize processed, the amount of chemicals obtained by weight were 7% acetone, 14% butyl alcohol, and 7.6% ethyl alcohol.³

After getting the Toronto plant underway, Weizmann went to the corn belt of Canada to set up another plant near Terre Haute. When the United States entered the war two more plants were set up in Terre Haute. The obvious advantage of this location was its proximity to a ready supply of starch in the form of corn. After the war these plants were taken over by Commercial Solvents and are still operating today.⁴

We have seen how Weizmann discovered the process and then set up the plants which supplied the needed acetone. To get a true evaluation of these accomplishments, we have but to see what

Lloyd George, the Prime Minister at that time, had to say about Weizmann in his autobiography.⁵

"Dr. Weizmann, with his discovery not only helped us to win the war, but made a permanent mark upon the map of the world . . . Dr. Weizmann's scientific brain absolutely saved the British army at a critical time."

The immediate result of Weizmann's discovery was of course the winning of World War I by the Allies. However, for the Jews the world over there was a more important result. I am referring to the Balfour Declaration. This declaration issued on November 2, 1917 declared the support of the British government for "the establishment in Palestine of a National Home for the Jewish People."

While he was working for the government in 1916-17 Weizmann actively lobbied for such a document among such higher-ups of the British government as Asquith, Lloyd George, Smuts, Churchill, and Balfour. Once Churchill called Weizmann into his office in the Admiralty and asked what he wanted as a reward for his discovery. Weizmann answered:

"There is only one thing I want — a national home for my people."

However Weizmann was not content with having just one power affirm the right of the Jews to a national homeland in Palestine; he wanted the whole world to acknowledge and concur in the Balfour Declaration. Through correspondence with Justice Brandeis and President Wilson he got the United States to adopt the Declaration by a joint Congressional resolution. Then in August, 1924, the Balfour Declaration was incorporated in England's mandate over Palestine by a unanimous vote of the League of Nations. There ensued thereafter 23 years of struggles with the Arabs and the British which finally terminated with the United Nations resolution of November 29, 1947 which established the independent State of Israel. However, this belongs to another chapter of history.

Getting back to the period which I am mainly concerned with, 1910-1924, besides political repercussions Weizmann's discovery had a far reaching effect on the world of science. When the project was well under way, the butyl alcohol produced in the process was converted into methyl ethyl ketone, a war chemical. However, when the war ended, the

demand for methyl ethyl ketone also ended. Commercial Solvents, nevertheless, continued operations, for acetone was needed in peacetime as well as in wartime and large stocks of butyl alcohol accumulated. Weizmann and his associates devised new and ingenious uses for butyl alcohol. Through these efforts completely new industries came into being such as plastics, synthetic rubbers, high octane aviation fuels, and nitrocellulose lacquers.

In summation, we have seen that Chaim Weizmann's discovery had three important results:

- 1 — World War I was won by the Allies.
- 2 — As an indirect result, new industries such as lacquers, aviation fuels and plastics were created.
- 3 — The Balfour Declaration — the first concrete step towards the establishment of a Jewish State in Palestine — was issued.

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GENERAL

- Trial and Error by Chaim Weizmann
Chaim Weizmann — Statesman, Scientist, Builder of the Jewish Commonwealth
Edited by Meyer W. Weisgal
Chaim Weizmann — A tribute on His Seventieth Birthday
Edited by Paul Goodman

REMINISCING . . .

By SAMUEL H. LEBOWITZ

Ed. note:

The students of our Talmudical Academy are indeed fortunate in having a science faculty of high calibre. Comprised of Mr. Samuel H. Lebowitz, Mr. Julius Landowne, and Mr. Theodore Kallner, this department has made a great contribution towards the academic advancement of the student body. Theodore Kallner, a graduate of Yeshiva University, is a comparative newcomer to our teaching staff. In the little more than two years that he has been with us, he has instilled in his students a deep interest in their first contacts with scientific experiments. Julius Landowne has taught biology in the Brooklyn Branch of Talmudical Academy since its founding. His biology classes remain vivid in the hearts and minds of all T.A. alumni for years after they have left us.

Because Mr. Samuel H. Lebowitz came to Brooklyn after many years of teaching in Yeshiva University High School, Manhattan, he may be considered, from the standpoint of service in our school, the senior member of this trio. We, therefore, feel that a recount of his experience and activities with us would be of great interest to those who are connected with our school.

Our versatile teacher of science and mathematics was born in Brooklyn in the year 1901. He received his high school education at Townsend Harris Hall High School and a Bachelor of Science degree from City College in 1922. Immediately following his graduation, he began to teach in the public school system. While teaching, Mr. Lebowitz was studying for his

Master of Arts degree, which he received from Columbia in 1926. Talmudical Academy of uptown employed his talents beginning in 1930. He now heads the Chemistry Department in Textile High School in New York.

His wealth of knowledge of textiles has manifested itself in the form of inventions in the textile field. Many of our present-day articles of clothing are made of synthetic fibers, which cannot accept the customary laundering and ironing. A machine was invented by Mr. Lebowitz which indicates the amount of heat different articles can take without injury to them. This machine was welcomed by the major companies, to whom the trial and error method was both costly and inaccurate.

Mr. Lebowitz's contribution to the war effort in the past world conflict was a very unique and valuable one. He wrote a book dealing with the various types of machines, one of which was used to train mechanics for the armed forces.

Mr. Lebowitz's other momentous contribution on another battle front is his twenty-two years of long, suffering, patient endurance with Talmudical Academy students. We, feeling that no one can recount those years as well as Mr. Lebowitz himself can, persuaded him to write the following article:

I have just come to realize, that in spite of my apparent youth, time is moving inexorably on, and I, despite my best efforts to the contrary, am getting old. What brought this realization home to me was a request by Rabbi Faivelson, himself one of my former students and now a colleague on the Yeshiva faculty, that I write some reminiscences, under the general title of "My Twenty-three Years in T. A.," or "Why I Was Never Graduated."

As I look back at it, it seems only yesterday that I first traveled uptown to join the teachers' staff. Dr. I. A. Schwartz who knew me at Textile, and who was then teaching French at the Yeshiva, told me of

a vacancy for a chemistry teacher. I applied for and obtained the position. I've been at it ever since. As to why I was never graduated, the answer is obvious. I never wanted to be. I have my contacts with the developing of intellects of T.A. boys, and I have loved all these boys like a father—which, indeed, I am to three of them.

My first mistake, not a serious one, at T.A. was an offer I made to my first chemistry class. Basing my judgment on past experience in other schools, I rashly offered to treat any boy whose regents examination mark exceeded 90 to a Broadway show. Little did I know that these boys needed no urging

to work for good marks. Yet a Broadway show did hold some appeal. Consequently in June, 1930, I was to be seen with a group of about twenty attending a fine Shakespearean show. A little basic arithmetic convinced me that there was no profit in the deal — my month's wages going to pay for a show. A wise man by now, I didn't repeat the offer a second time.

We did, however, organize a victory party at which the chemistry class each term celebrated its success in the examinations. In view of the fact that one of the boys, Davy Hill, was the son of a salami manufacturer, the parties were "fleishig." We had a lot of fun, and a few bellyaches. I was still young.

At about this time, I became faculty adviser to the G.O. and the Elchanite. We organized a G.O. store which, after it had proved successful as a T.A. venture, was taken over by our graduates as the Yeshiva College Co-op Store. I believe it is still in business some twenty years after. We managed to get out the Elchanite — the cost was not so great then as it is now — but neither was the income. At times, I had to finance the deal myself, but somehow whatever losses were involved they seemed to be worthwhile.

In those depression years, even necessities were sometimes unobtainable. When the need for a moving picture projector was felt, the boys organized a Science Show and Lecture. At ten cents a ticket we packed the hall, and the projector was on its way.

I became teacher of physics, in addition to chemistry. The subject of light and lenses seemed to have a strange fascination for my boys, I suppose, because three quarters of them wore glasses. I still recall introducing the first lesson by examining those of a young man who has since become Rabbi Berzon but who was known as Astigmatism for some time. Several of the boys became oculists. In particular, we had a young fellow who was known as "Quack" Levy, because he possessed a strange ability to imitate a duck. I'm afraid I turned his quacking to good account by calling him a Quack Doctor of Eyes. Another optometrist from uptown is Isadore Kumin whose nephew, Marvin Bashkowitz, was later one of our fine Brooklyn boys.

There was always a considerable group of boys whose primary interest became science. I can mention only a few of these. Some I have lost contact with completely, some I know through others. In

all probability there are more of whose scientific work I know nothing. However, among the M.D.'s I recall Dr. Safir's son, Enoch, who had a hard time with the boys, understandably, since his father was principal. Dr. Mordecai Gabriel, now a Professor of Biology at Brooklyn College, was one of our boys. So was Dr. Jacob Goldman, presently a professor at Carnegie Tech and a leading authority on electromagnetism. He serves as consultant both to the Westinghouse Electric Company and to the U.S. Atomic Energy Commission. Rabbi's Faivelson and Kanotopsky, and Martin Lilker, of our present faculty in Brooklyn, were among my students.

In 1942, I was obliged to take a leave of absence to write a book for pre-induction training. Within a few years after my return, plans were made for opening a branch of T.A. in Brooklyn. Since I was a Brooklyn resident by this time, I became very much interested in this project, and worked with the committee that planned the reconstruction of the first building on the corner of President Street and Bedford Avenue. There followed fights with the architect, arguments with my fellow committeemen, and finally victory in the choice of Room 101 as the science lecture hall. Time, I think, has proved me right in demanding it, for our science classes would not fit in the smaller rooms originally suggested.

As soon as Brooklyn T.A. was opened, I transferred my activities there. I gave up a steady, but non-lucrative taxi service which I had been conducting, bringing Brooklyn boys home from T.A. Uptown each night.

I now concentrated my efforts on equipping the Brooklyn Branch for science instruction. As always, finances were a problem, but we did manage reasonably to get adequate apparatus and materials. At first I taught General Science, then as the full high school developed, Physics and Chemistry.



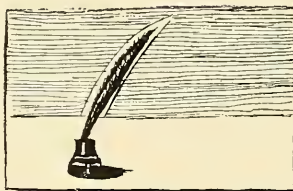
I have kept in mind, as I worked with our boys, the original aim of the secular department of the Yeshiva, to produce a synthesis of the hereditary culture of Judaism with the secular knowledge of our times. We discuss, when the occasion arises, the use of baking powders on *Pesach*, or the chemistry involved in the conversion of fats and oils to soaps with respect to *Kashruth*, gelatines, hydrogenated fats etc. When necessary we obtain, thru the boys, rulings from their Talmud Rabbis. Thus I feel the boys have been guided into proper procedures for Orthodox Jews, and those who are destined to be Rabbis have learned the scientific facts to which they can apply their Talmudical knowledge and skill in making Rabbinic rulings.

Occasionally we have a bit of unexpected fun in class. Some of our chemicals have distinctive odors. On occasion these permeate the building resulting in a temporary loss of prestige for the chemistry teacher. Sometimes they penetrate the clothes of a particular student, a circumstance that makes him extremely unpopular with those who must subsequently sit near him.

We rarely have anything approaching an accident, but just to show the perversity of fate, I must recount this incident. One student was extremely fearful of anything that even resembled a chemical action. He was afraid of poison, fire, and explosion. Consequently, each time an experiment or demonstration was contemplated, he discreetly withdrew to the far corner of the room. In the course of time, seeing that no untoward incident occurred, and that students who were right up front returned to school day after day, he became more courageous. Finally,

he had worked his way right up to the front line — when boom went a little sodium. And who do you suppose was hit? None other than our friend, who occupied that extreme rear corner from then on.

Brooklyn T.A. is a young school but already we can be proud of the science achievements and promise of our graduates, and students. In the graduating classes including June 1953, we have had three Honorable Mention Winners in the Westinghouse National Science Talent Search: Melvin Cohen, Judah Schwartz, and Josef Fischer. Since these are the only three who have entered their work, it is clear that our success is unusual. Some of our boys are presently in medical and dental schools. Among those I know of, is Paul Salkin who even as a T.A. freshman was sure that this was his field. Mordecai Katz has been having great success at Brooklyn Polytechnic Institute, and will make his name as an engineer, I have no doubt. There are numerous others — so many of them that I can't think of them as individuals. All these fine science students, have been all-around boys participating in extra-curricular activities and rendering services to the school. In spite of old crowded quarters, in spite of having to run from building to building for classes, in spite of a lack of fancy gymnasiums and elaborate apparatus, they have all pitched in to develop a fine school spirit, and a wonderful school. Our Arista, honor society of high school grade, includes a large percentage of each graduating class. I like to feel that in some small way, I have helped to shape the lives of our students and to make the school what it is.





Sinclair Lewis

Crusader Against Hypocrisy

By LIONEL GROSSBARD

THE characteristic literature of America during the prosperous '20's has dealt in criticism of her outlook, habits, manners, and practically all other aspects of the daily life of her people. The principal figure in this literature has been Sinclair Lewis. The ostensible objects of ridicule in his literature are not American institutions but American complacency, provincialism, narrowness of thought, unquestioning enthusiasm for the familiar and distrust of the unfamiliar, cultural ignorance, and the reduction of all life's values to a material and commercial basis. Lewis promulgates his idealisms by making ridiculous the folly and unloveliness that must be removed before the desired wisdom and beauty can be attained.

Nowhere in his novels did Lewis do any cheek turning. He could not endure what he regarded as moral cowardice or hypocrisy and resolved to expose it — not caring whom on the social scale it affected — be it the physician or the clergyman.

"Main Street" was Lewis' first actual attempt at exposing the hypocrisy existent in the small towns. It still remains the fiercest indictment that he or anyone else has yet brought against provincial America.

Lewis planned "Main Street" as an artistic rather

than commercial book, hoping it would at best sell five or six thousand copies. However, this novel swept America off its feet a year or two after the first World War. Because it employed all of his powers of observation and satire, it gained him universal recognition. "Main Street" is the story of a young woman, Carol Kennicott, a graduate of a large Western University, who marries a physician in a small frontier town. Carol Kennicott brings with her to Gopher Prairie a thin culture, vague in its objectives, and trivial in its requirements, which seldom goes beyond an attractive setting and good talk. Her husband is stolid and dependable, truthful and loyal in all his relations. His devotion to his profession Carol accepts as a matter-of-course. At times, however, she finds irksome and even unbearable, the loyalty which prompts his boisterous 'boosting' of Gopher Prairie. He places her among people who share his civic enthusiasm, without always sharing his personal virtues.

Gopher Prairie society consists in the first place of a group of men who have made money easily out of the natural resources of the place, who regard themselves highly for having done so, and hold the town in esteem because its glory is theirs;

and secondly a group of women, each of whom has no other standard of values than her husband's income, and only limited opportunities for enjoying even these. Carol proposes to reform the town, socially, aesthetically, and politically, and is broken because her intellectual sensibilities, superficial even in herself, cannot possibly function among men and women whose vulgar grossness requires a new set of values, not new manners, in order to make a culture of their own. There is no reality in Carol, not even an emotional reality, though it is questionable whether Lewis, himself, in 1920 understood how artificial were her standards. The best she can do toward adjustment to life is to escape for a year or so to Washington, where she can talk, if not practice, intellectual improvement, and then to return with sufficient tolerance to settle down as just another Gopher Prairie resident.

The town is the real subject and triumph of "Main Street" — not Carol, who is, after all, an example of Lewis' somewhat naive admiration, in 1920, for the "intelligentsia." Although Lewis realized that many communities in France and England were duller, meaner, and less literate than these mid-Western towns, his fierce idealism for America makes "Main Street" a crusade against the cheapness of American communities. His men think in stereotypes. They profess the liberalism of their forefathers but practice economic domination of the impoverished farmers who are too slow to live by their wits. Their conversation seldom gets beyond the twelve-year age level. The women live by gossip, and culture is a tepid circulating of stale and harmless ideas. But Sinclair Lewis does not hate Main Street. Rather he is indignant at it, as at a thing that one loves. He is indignant because of the beauty it wastes, the hills it denudes and covers with unsightly boards, the hearts it depresses and the minds it stultifies. But even more, he loves the virtues of the world which Main Street would annihilate, and it is as a prophet that he perceives and cries out against its attacks on those of its possessions which man must always find enduringly valuable when he lifts his head beyond Main Street's confines. He sees that if Main Street holds out long enough and does not permit the world to vanquish it, it will eventually conquer the world, and this would be a tragedy, as great to Main Street as to the world. Lewis appears as a distressed and disgusted idealist, rather than as the cynic claimed by his critics.

Lewis waited two years to bring out a successor to "Main Street," and the result, "Babbitt" (1922), is called his masterpiece by most of his critics. In this novel, Lewis continues his exposure of the sham and insincerity present particularly in the bourgeois ideology. "Babbitt" is the story of George F. Babbitt, his home, his family, his friendships, his business dealings, his ambitions and his dissipations. He is a standardized Good Citizen — he resides in a respectable neighborhood, provides for his family, knows the right sort of people and would not do anything especially dishonest. He is even a man of some education. But Babbitt also has dreams. They come to him now and again when he is restless and dissatisfied — on the first day of Spring — when he is disillusioned with his friends — when working and "boosting" do not seem worth the trouble. At these times a fairy child comes to him in "a dream more romantic than scarlet pagodas by a silver sea." And the intrusion of this dream is the real story that Lewis had to tell, for during it, the fairy child brings Babbitt his moments of greatness before he relapses once more into being a member of the "Bunch". It leads him to attempt to avoid his bourgeois responsibilities. It leads him to stand firmly by his friend when the latter has violated Zenith's code by being unfaithful to and, finally, shooting his exasperating wife, although this episode does not bring as dire consequences to Babbitt as it might have brought. It leads him to a forlorn, tawdry affair with the widow, Tanis Judiquem, and her disreputable friends. It leads him finally to repudiate the very standard of all those about him, to stand up for liberality in judgment towards strikers and radicals and other undesirables (in the eyes of the community). However, his brain had not been made to direct thought or action unsupported by the sanction of his group. Although he becomes reconciled to his elements and is retaught its sterling virtues, he has learned a truth, which his fellows will never know existed. In the last paragraph of the book, Babbitt hopes wistfully that his foolish son may find the way he has somehow missed. Unhappily, the reader finds no reasonable ground to share this hope.

George F. Babbitt cannot be written off as a caricature, for he was a tragic figure. The man was kind; he was pathetic in his efforts to be both happy and successful; he was as sincere as he was ludicrous in his conviction that he served the community; he was completely devoid of self-knowledge except in

brief, devastating gleams of the truth that he had never done what he really wanted; he was completely inconsistent in his morals; he was completely bourgeois.

"Babbitt" is the highest point which Sinclair Lewis ever reached. In many ways it is the finest novel that has come out of America in this century. For here, a novelist has been revealed full of sensitiveness and imaginative perception and has created a character among the most noteworthy in modern fiction. It is no mean feat to have created a man, who in himself comprises the characteristics of a type so completely, that the type is thereafter known by the man's name. Sinclair Lewis has done this. The word "Babbitt" has been added to the English vocabulary, as signifying a precise and definite personality.

In "Arrowsmith" (1925), Lewis took a different grip on the same American problem. "Arrowsmith" is perhaps the best of the American novels dealing with the theme of the scientist and the threat that commercialism and professional jealousy offer to his integrity. Martin Arrowsmith, the hero, is a man who aspires to be a physician. In the university he comes under the influence of an austere, passionate teacher of biology, Max Gottlieb, and from him imbibes the desire for the pure, devoted life of scientific research. Nevertheless, after earning his degree, he assumes the practice of medicine in a town, the replica of Gopher Prairie, where he encounters many antagonisms. Later, he develops an enthusiasm for public health work and accepts a post in Zenith as Assistant Director of Public Health. Here, too, he finds unsympathetic conditions, greed and narrowness. He leaves Zenith for New York and accepts a position in the McGurk Institute, a famous research center, under his beloved old teacher, Gottlieb. Superficially, conditions are now ideal for both. Actually, they are the same as before. His new colleagues at the McGurk Institute demand results, stating that truth is all very well in its place, but incidental to the principal business of announcing to the world two important discoveries per annum. The intrigues and underhanded policies

of the Midwest are repeated by them in a different fashion and on a different scale. Arrowsmith has one great adventure, battling with disease in the West Indies. During this period he loses his wife. He returns to New York, marries a rich woman whose code is that of the society interests of the McGurk Institute, and finally leaves her to take up independent research in the woods, together with a red-haired rebel from the Institute, Terry Wickett. Arrowsmith does become the scientist he wished to be, learning on the way what real service to the community means, and the price that has to be paid by a searcher for the truth.

"Arrowsmith" is not the best of Sinclair Lewis' books, but it is in some respects the most interesting and typical, since it is a recapitulation of all that he has written. In it, we find his passion for exposure of sham and hypocrisy, his powers of analysis and observation, his tenderness, his ability to portray character, and his deep sympathy with all who hope to break the shackles of conventional existence. The principal theme of the book is obviously a thesis, namely that the impersonal quest for scientific truth in a world which judges only by results, is difficult, if not impossible. The conflict lies between the searchers for pure truth and those who would use the half-perfected results of their ideas in the belief that these are 'good enough.'

"Elmer Gantry" (1927), the most violent and bitter work that Lewis has written, is a portrait of a "Fundamentalist" scoundrel. Gantry is a swine, but it is not quite adequate to call him a hypocrite; in a way, he is perfectly sincere in his response to the ecclesiastical life. But he can neither control his passions nor keep his mind off the main chance. The grossness of his nature obviates the possibility of the struggle and suffering which might make the study of such a temperament in a better or more sensitive man really moving. As he kneels in prayer, on the last page of the book, when he is welcomed back by his congregation, after having been 'cleared' of the accusation brought against him by a woman, his heart fills with gratitude. In the same moment, he notices a new singer in the choir — "a girl with

A Freshie's Lament

By REEVE R. BRENNER

Wake up in the morning early,
Drag myself out of bed;
Dress in anything that's handy.
(Gosh, I wish I was dead)

No time for breakfast, got to hurry,
Have to catch the 8:03;
Shove myself into the subway.
(Sardines have nothing over me)

Dash from building to building,
Plowing through knee deep snow;
First to math and then to Spanish.
(Ugh, ugh, look, me Eskimo)

It's not that I hate education,
Only one thing makes me sad;
With all this rushing, I may never
Live to be a high-school grad.



charming ankles and lively eyes, with whom he would certainly have to become acquainted."

This novel exhibits almost none of its author's finer powers. He makes his one big mistake in permitting himself to flame with indignation, but despite this defect the book has great interest. The author must have enjoyed writing it, for the gusts of the vituperative passages could hardly have been simulated.

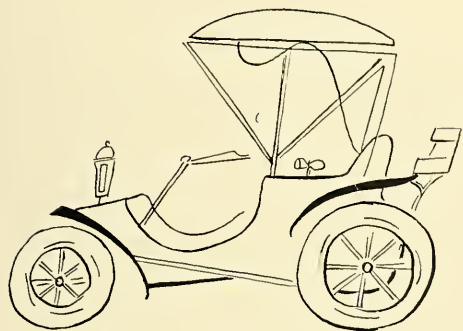
Sinclair Lewis wrote many other novels, one as recently as 1949, but none of these can compare with his earlier works. Success had brought decadence in Lewis' works. A lack of fine workmanship is more and more in evidence in the later volumes.

The reason for the decline of the quality of his work is that he was pressed by the publisher and a clamorous public, and was not able to labor with as much zest and as painstakingly as before. Instead, he was forced to work as a special reporter, rushed to his job and given no time for revision.

Sinclair Lewis has pricked the bubble of American complacency when we most needed something to awaken us, and called us back to the tradition of American independence at a time when many of his countrymen were not following the path of righteousness. In these capacities — in spite of all limitations of art and insight — he served his country well, and he merits grateful remembrance.

THE GOOD OLD DAYS

By ALLAN J. SCHER

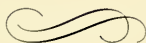


They reminisce the good old days,
Of how things used to be;
The rides to town in one horse drays,
The apples that were free.

The cry of, "Oh for the good old days"
Has been heard in all the world's stages.
Uttered with that far-away gaze,
It's the lament of all the ages.

It's been said at the end of weary days,
By the artists, the workers, the tramps;
And in guttural tones, through the fire's haze,
By cavemen, in long forgotten camps.

But this is the plight of the human race,
Something by which they are set.
They obtain comforts at a steady pace,
— Each, with a sigh of regret.



FATE

By DAVID LEVINE

I am a lump of dirt
As you all can see
Although I hurt none
All tread on me.

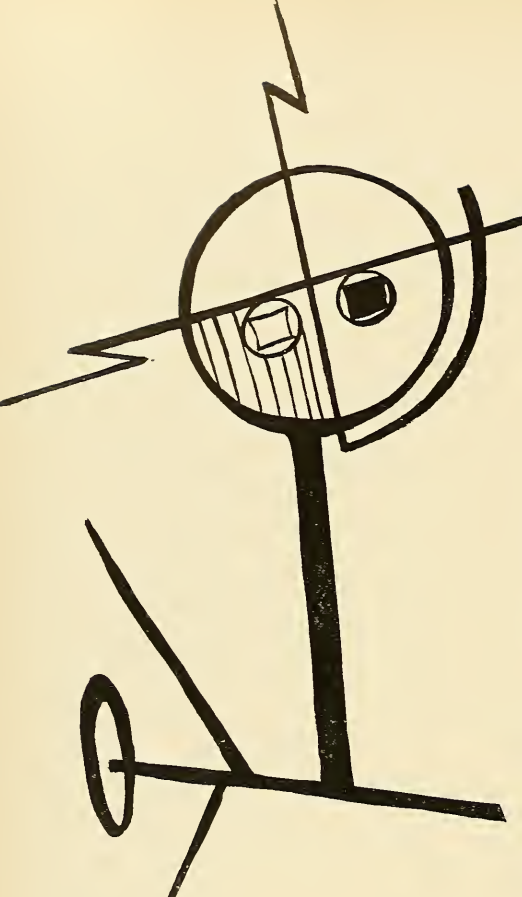
When the glaciers come
And surely this is no myth
I find myself imbedded
In a sedimentary cliff.

As time marches on
A blade of grass grows
As the tides of war turn
It is crushed under soldiers' toes.

As men grow mean
And hearts get hard
Everything called decent
Gets black and marred.

I am a lump of dirt
As you all can see
Every human being
Emanates from me.

It's dust to dust
And ashes to ashes
When all is destroyed
By Atomic gases.



Trust Pal

By LARRY SCHINDLER

turned their attention to the manufacture of synthetic food. In this attempt they met with success. Overnight the world heaved a sigh of relief.

But relief was ephemeral. Mankind was suddenly finding it harder to breathe. The secondary effect of the destruction of plant life was becoming all too apparent. So again the world looked to Pal. Pal had saved them once, and, he would have to do it again.

Clyde Reed, except for a temporary moment of trepidation, was relatively free from fear. He had faith in Pal's ingenuity. Pal had shown the world how to synthesize carbon and hydrogen for food. Now Pal would show them how to remove the asphyxiating element from the air.

The security guard was more than slightly worried. "You'd better find the answer soon," he said nervously to Clyde, "it's becoming harder to breathe."

Clyde snapped his fingers. "It's simple. We inhale oxygen and exhale carbon dioxide. Plant life replenishes our supply of oxygen. Since this new substance is destroying the plants, all we have to do is to find a way to take out the excess carbon dioxide and replace it with oxygen. The new substance doesn't affect human breathing directly at all."

"Well—," the guard began.

"Trust Pal," Clyde said, "Pal will save us."

"I hope so," said the guard downheartedly, "I hope so."

Clyde ducked through the open door, picked up the day's paper and glanced at it. 12,791 suicides in the States alone. The time to find an answer had come. It was now or never.

Pal's real name was General Zigmond Von Reichstag. Pal was a robot. In the year 1973, after the forces of communism and capitalism had literally torn the world apart with Atom and Hydrogen

WITHIN a span of twenty-four hours, the flourishing flora of the earth had withered and died, and were followed by a series of human deaths. Disaster had struck hard.

Hysteria reigned. A well known New York columnist stated that he had reason to believe that it was a plot by the Arab-Asian Alliance to conquer the world. But he overlooked the fact that Asia was no better off.

Scientists searched feverishly for an answer, and finally concluded that a new substance had entered the earth's atmosphere. Since the beginning of time, air had been composed chiefly of nitrogen, oxygen, and some argon, but now, they agreed, something new had been added.

At first, science tried to eliminate the new substance, but in vain. It was impossible to destroy something you knew nothing about. Scientists then

Bombs, General Von Reichstag, head of the German forces in Poland, invented an omniscient robot who would answer all questions put to him. From the time of his creation, Pal did what was expected of him. In 1975, he called for a peace conference and ended the struggle between communism and capitalism. The terms of the peace treaty were written by Pal and accepted by both sides in 1976. Since that time, peace reigned supreme.

So thorough was his method of establishing peace that for the next 150 years Pal had nothing to do but talk about conditions with his caretakers. They were all educated men, since a caretaker had to be a Doctor of Medicine and a Doctor of Semantics. In the year 2316, Clyde Reed had been appointed the robot's caretaker. Clyde spent his happiest hours debating various problems with Pal. However, since the disaster struck, there was no time for debates. Clyde had presented Pal with the new problem and Pal discovered a way to make synthetic food.

Now, Clyde was sure, Pal would find the answer to the newest problem. Pal had always come through in a pinch, but this time he balked, claiming he did not have enough information. Clyde immediately called the Universal Scientific Laboratory and asked for more facts. He was told that new facts had just been received and would be sent immediately.

While waiting for the delivery, Clyde decided to have a discussion with Pal.

"Let's talk about Darwin," Clyde suggested.

"All right," answered Pal in a bored tone.

Clyde was beginning to worry. Pal had never asked for additional information, and had never acted as he had now. Doubtful about what to do, Clyde decided to act as if nothing had happened. He began to talk about Darwin and his theory of "survival of the fittest." He spoke for almost an hour, applying Darwin's theory first to Darwin's age and then to his own.

Pal never interrupted anybody while he talked; instead, he listened attentively, making a note of every word in his electric brain, eager to learn things for future reference. Pal never forgot.

Clyde was speaking when the two men from the Universal Scientific Laboratory entered and turned over the information to Clyde.

The crucial moment had come — there was no time for delay; the world desperately waited for the answer. Breathing had become a practical impossibility. Clyde started to read the information to Pal, trying to close his mind to the fear that had en-

veloped the world. Personally, Clyde feared nothing, and placed his complete confidence in Pal. He knew all about the information that had been given to Pal during the last 343 years. Pal had learned much from many generations, and remembered all of it. He alone could find the answer. But fear was all around Clyde and fear was contagious; today Pal had to solve the problem.

The fact that he remembered Pal's sudden change just a few hours earlier, tended to make Clyde more nervous. As he read, his nervousness became more obvious. But something in him made him go on until he finished reading the few pages of information to Pal.

Clyde's eyes were on Pal as the latter digested the information given him. The world waited . . . the seconds seemed like years. Finally, Pal spoke, uttering but one word, "Darwin."

"This is no time to finish our discussion," said Clyde. Now he was sure of the change that had come over Pal. Never before had Pal attempted to change the topic.

"Survival of the fittest," muttered Pal.

Clyde decided to try again. "We've got to have better air," Clyde whispered, appealing to Pal's sympathy. "You've got to give us the answer."

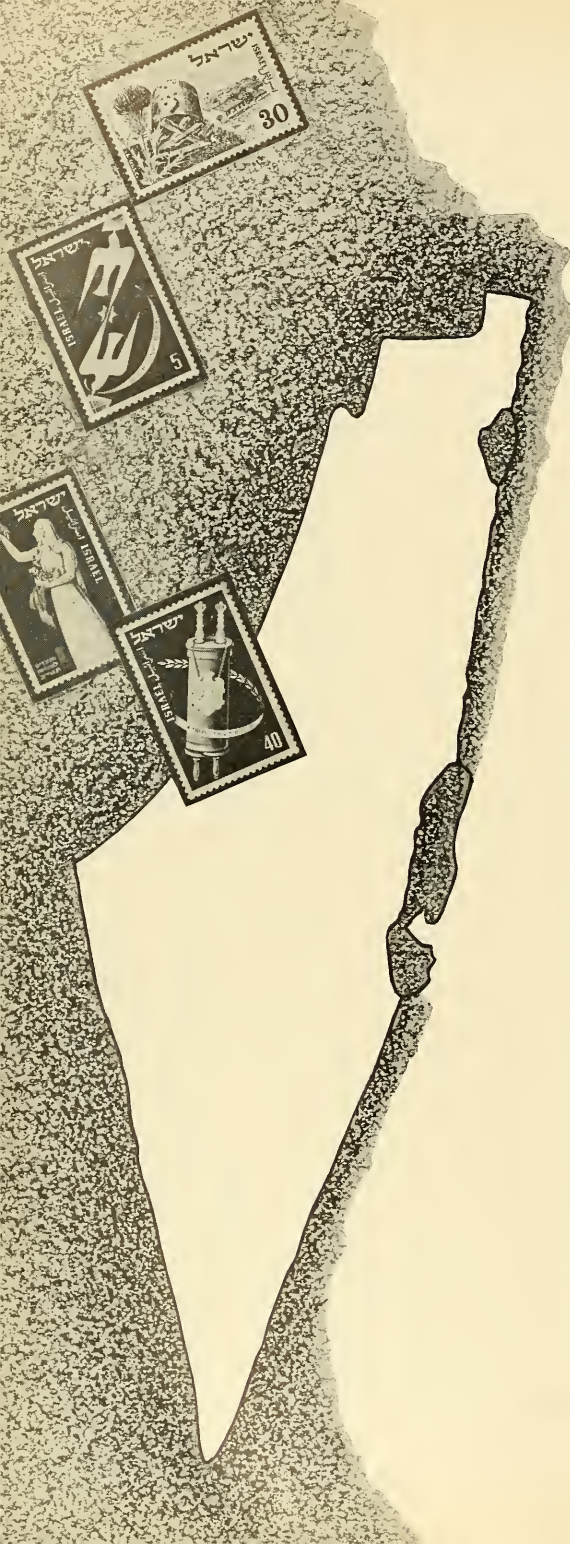
"Why?" Pal asked.

Clyde broke into a cold sweat. He wished he had been born into a poor family so he would not have been able to afford the study of Semantics. In that case, he would have been frightened when everyone else was, and would have taken his own life earlier. Even before Pal spoke, Clyde knew what he would say.

"I don't need air," Pal said.



ISRAEL



AFTER wandering throughout the world for more than two thousand years, the Jew, wherever he may be, can now look towards a homeland, a place of refuge. He can look with pride at the name of Israel, inscribed in three languages on bits of paper. These are the young nation's postage stamps. They do not merely bear the country's name. They depict the story of a people, its struggles, its contributions to mankind and its fight for freedom. They are an outlet to a deeper understanding of the history of the Jewish people, a people rich in culture and national heritage.

The proclamation of Israel's independence was heralded to the world on May 14, 1948. A state was being reborn. Communications with the rest of the world had to continue. The young nation needed its own postage stamps. This was foreseen by the Provisional State Council, and, on the second day of Israel's independence, a set of stamps appeared. The stamps pictured 2000-year-old coins, struck in the Maccabbean era. The word "Israel" did not appear on the stamps, for at the time of their preparation the country's name was not decided upon. Instead, the words DOAR IVRI (Hebrew Post) were inscribed.

On November 29, 1947 the United Nations General Assembly voted the Palestine Partition Plan. This brought about Arab riots, murders, and finally full-scale invasion and war. The Jewish armies faced some of the greatest military powers of the Middle East. Yet as is well known, the Jews were heroically victorious. The war became known as "Israel's War of Independence."

On each anniversary of Israel's Independence, the government has issued new stamps, depicting sites on which decisive battles were fought. Metzudat Yesha and Hakastel are pictured on the first set while the second set shows Degania, Safed and Yad Mordecai.

The Yad Mordecai stamp is of particular interest. Yad Mordecai, a desert kibbutz in the northern Negev, was named in honor of Mordecai Anilewitz, a hero of the Warsaw Ghetto uprising. The defenders of Yad Mordecai, surrounded and shelled by the Egyptians, held out with severe losses until the Israel Army ordered the settlement evacuated. It was later recaptured and rebuilt. The stamp shows the watertower of Yad Mordecai, destroyed by mortar shells, and the new buildings of the rebuilt settlement.

The realization of the State of Israel did not

Through Its Stamps

By ELI LAZAR

come about suddenly. It was the result of an age-old dream of great idealists, one of the greatest of whom was Theodore Herzl, the founder of Modern Zionism. It was Dr. Herzl who initiated the first Zionist Congress, held in Basel, Switzerland in 1897. After that Congress Dr. Herzl wrote in his diary: "If I were to subsume the Basel Congress in one word — which I shall not do openly — it would be this: at Basel I founded the Jewish State. If I were to say this today, I would be met by universal laughter. In five years, perhaps, and certainly in fifty, every one will see it." Dr. Herzl dedicated his life to the ideals of Zionism and it was, therefore, fitting that on the occasion of the 23rd Zionist Congress, the first held in independent Israel, in 1951, his portrait should appear on the first "personality" stamp of Israel.

After the death of Theodore Herzl, it was Dr. Chaim Weizmann who was left with the task of guiding the destinies of Zion. This he did until the very eve of Israel's War of Independence. Unlike the other pioneers of Modern Zionism, who did not live to see the realization of their dream, Weizmann received his reward during his lifetime. He was granted the great distinction of serving as Israel's first President. When Dr. Weizmann passed away on November 9, 1952, the Israel Postal Department, partaking in the mourning of world Jewry, issued a set of stamps which bore the portrait of Dr. Weizmann with the Presidential Standard.

Dr. Weizmann, through his scientific discoveries, was instrumental in obtaining the Balfour Declaration, which led eventually to the establishment of the State of Israel. Together with Lord Balfour, Dr. Weizmann laid the cornerstone for the Hebrew University on Mount Scopus. The University has since become a center of higher learning, perpetuating the culture of the Jewish people. The year 1950 marked the twenty-fifth anniversary of the establishment of this institution. On this occasion a commemorative stamp was issued, depicting the Jewish National and University Library on Mount Scopus.

Unlike other nations which commemorate their historic events hundreds of years after their occurrence, the State of Israel portrays its current problems on its stamps. First and foremost is the problem of immigration. Contrary to the methods of other countries, whose policy is to restrict immigration, Israel, a comparatively poor and small country, has opened its doors wide to allow the dispersed remnants of Jewry to enter. On the second

anniversary of its independence Israel issued a set of stamps devoted to immigration. The 20 *pruta* stamp is dedicated to immigration prior to the establishment of the Jewish State. The 4 *pruta* stamp symbolizes the free ingathering of the exiles into the independent State.

Why have Israel's stamps created such wide interest? Firstly, because these stamps depict the spirit of a young nation who had to struggle to gain its independence. Secondly, because of their high artistic value. The government has employed top designers, many of whom have achieved international fame. Recently the United Nations sponsored a world-wide contest to choose the best designs for its future stamp issues. Out of the entries submitted by thirty-two member nations, Israel won first prize. The sketch came from Willi Wolf Wind of Tel Aviv who has designed many of Israel's stamps in collaboration with Yebuda Struski, a Tel Aviv painter.

It has been Israel's custom for the past four years to mark the autumn holidays — Rosh Hashanah, Succoth and Simchat Torah — with stamps symbolizing the spirit of each occasion. In 1951 the government sponsored a contest among Israeli designers, to select its annual holiday series. A beautiful Wind-Struski set was chosen. The purple 40 *pruta* stamp pictured the Torah Scrolls, while the blue 5 *pruta* denomination features a pair of carrier pigeons. Israel's holiday stamps are the only postage stamps of any nation to carry holiday greetings.

One does not necessarily have to be a stamp collector to appreciate the beauty and value of Israel's stamps. They serve to express the feelings, the culture, the religion and the history of our people. Through them we shall follow the growth of the State of Israel.

Pictures and information about Israel Stamps — courtesy of the Stamp Service, Youth and Cholutziut Department, Jewish Agency for Palestine.



State Scholarship Winners This Year



In line with the fine tradition established since 1949, four years after the establishment of our school, this year once again our graduating class made a very creditable showing in the Regents Scholarship Examination. Winning 6 State Scholarships this year gives Talmudical Academy an enviable record of 36 such awards since 1949. This total represents 17% of our alumni, a figure which compares more than favorably with any public or private high school in the State of New York. The winners this year were:

Solomon Feder

Josef Fischer

Lionel Grossbard

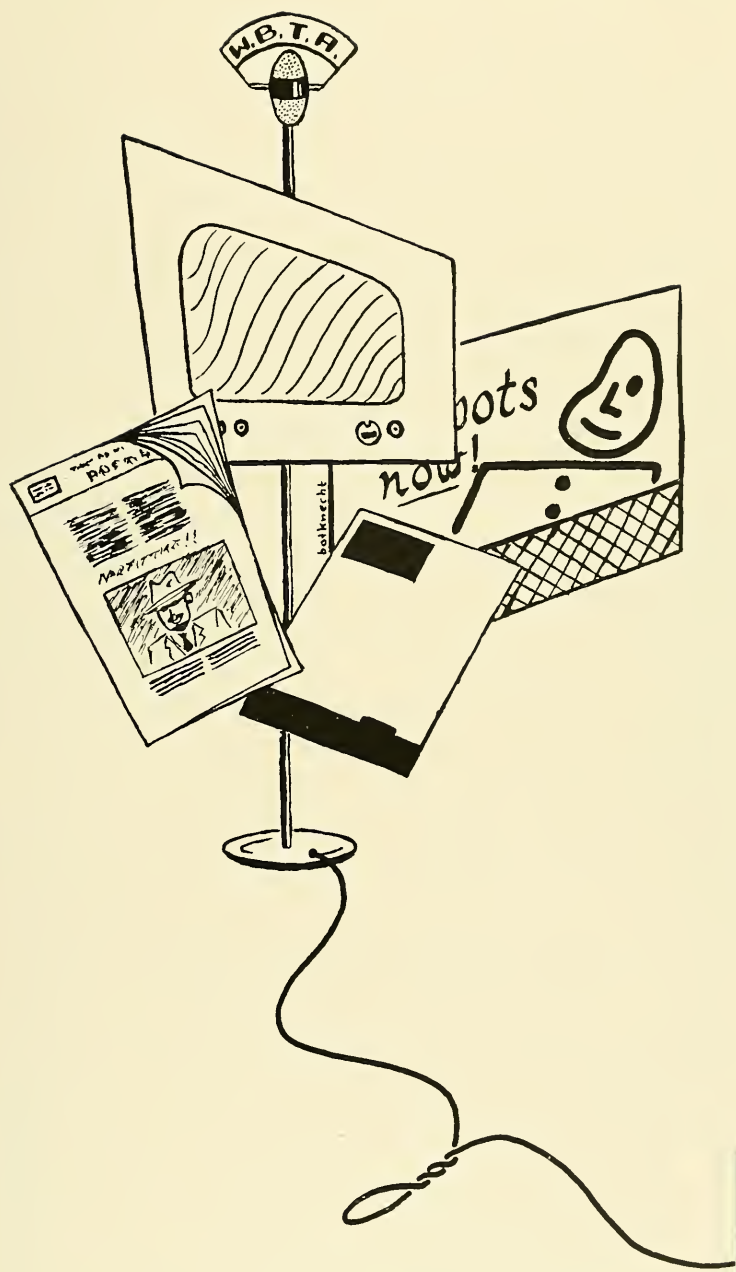
Leonard Indyk

Jacob Lebowitz

Allan Scher

Congratulations and best wishes to you.

The Administration



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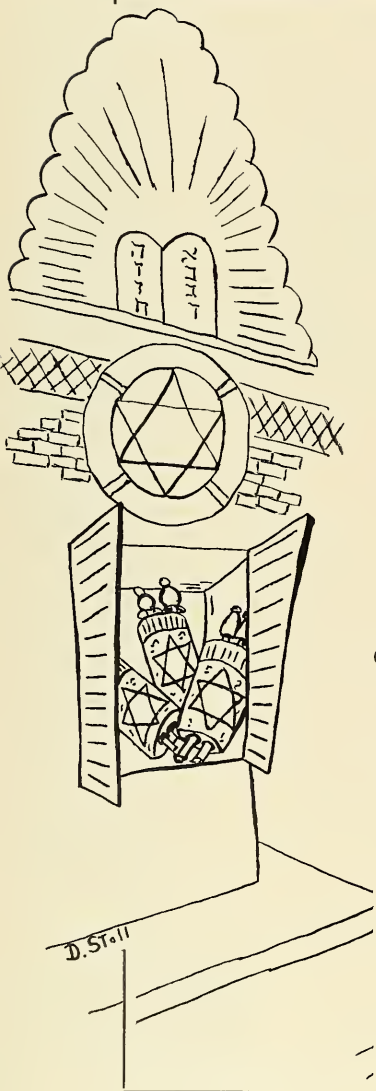
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Mr. David Ochs

Harvey & Shlomo

Best Wishes To Reuben Rudman

From His Grandmother, Parents, Aunts, Uncles & Cousins

Mrs. Esther A. Hurwitz

Rabbi & Mrs. Joseph T. Rudman

Mr. & Mrs. Joseph B. Wachsman
Larry, Raphael and Philip

Rabbi & Mrs. Nathan Glustein
Mischa, Ira and Norman

Rabbi & Mrs. Judah Lowensohn
Rose

Mr. & Mrs. Leo Levine
Judith and Stephen

Mr. & Mrs. Irving Friedman
Alfred, Moish and Debby

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from

Mr. and Mrs. Joe Greenberg

Congratulations to . . .

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On His Graduation

from

His Grandparents & Parents

Best Wishes to . . .

Reuben M. Rudman

Universal Dyeing & Finishing Mills

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Congratulations to . . .

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On His Graduation

Grandmother

In honor of . . .

The Graduation of their Son

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Mr. and Mrs. Israel Botknecht

Best Wishes to . . .

Micha Botknecht

from

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and DAUGHTERS**

GLORIA, ANITA, and DEBORAH
(Humor Editor of Elchanite — 1930)

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Mr. and Mrs. A. Bluth and Family

Congratulations to . . .

JACK & REEVE

On Their Graduation

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Best Wishes to . . .

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Louis Bromberg, President**

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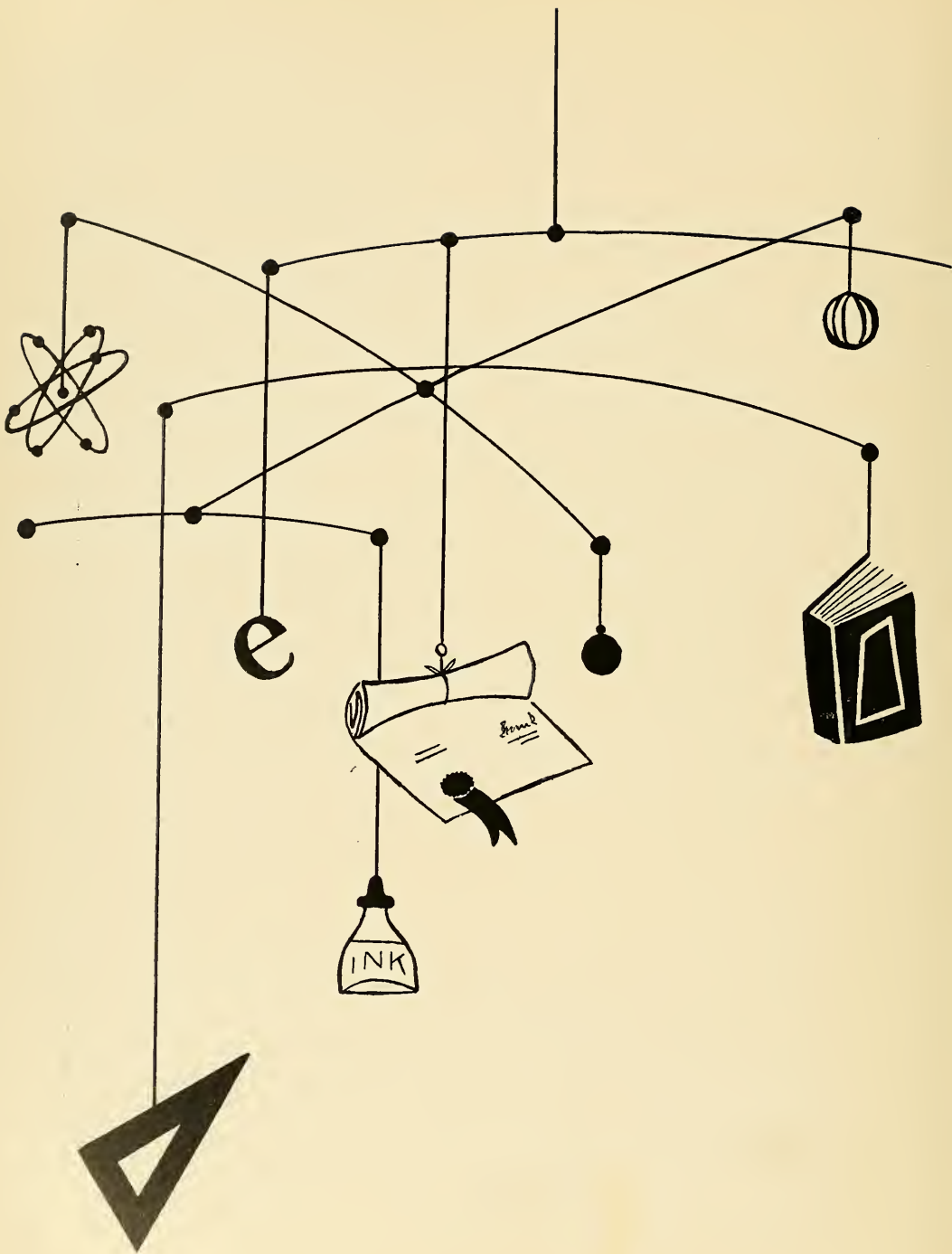
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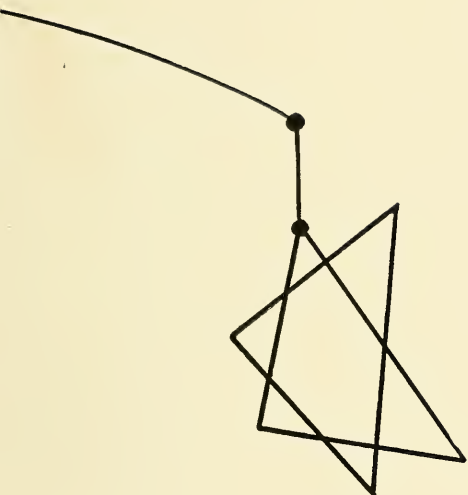
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